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ABSTRACT

This review of special education worldwide is based on questionnaire replies of appropriate ministries in 63 United Nations member states during 1993-94. Part 1 provides a summary and analysis of the information received and highlights trends, comparing situations reported in the previous survey (1986-87) with the present survey. This section discusses global trends in eight areas: special education policy, legislation, administration and organization, special education provision, role of parents, teacher training, finance, and research and development. Part 2 consists of country summaries presented in a uniform format covering the same eight areas. National summaries are provided for the following countries: Algeria, Australia, Austria, Bahrain, Barbados, Bolivia, Botswana, Brazil, Bulgaria, Cameroon, Canada, Chile, China, Costa Rica, Cote d'Ivoire, Croatia, Cyprus, Czech Republic, Denmark, Ecuador, Egypt, El Salvador, Ethiopia, Finland, France, Ghana, Greece, Honduras, Iceland, Indonesia, Ireland, Israel, Italy, Jamaica, Jordan, Kenya, Lesotho, Malawi, Mali, Malta, Mexico, Netherlands, New Zealand, Nicaragua, Norway, Papua New Guinea, Peru, Philippines, Poland, Republic of Korea, Romania, Saudi Arabia, Spain, Sri Lanka, Sweden, Syrian Arab Republic, Thailand, Uganda, United Arab Emirates, United Republic of Tanzania, Venezuela, Zambia, and Zimbabwe. Appended are the questionnaire used and country population figures. (Contains 14 references.) (DB)

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Review of the Present Situation in Special Needs Education

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Review of the Present Situation in Special Needs Education

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The designations employed and the presentation of the material throughout the publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitations of its frontiers or boundaries.

PREFACE

In 1988 UNESCO published the *Review of the Present Situation of Special Education*, presenting information gathered in 1986-1987, covering issues related to policies, legislation, administration and organization, teacher education, financing and provision for special needs education. The *Review* was widely disseminated and served as a reference to a number of studies, seminars and other national activities.

In view of the incessant demand for information of this nature, reflecting on trends and developments in this domain, UNESCO carried out an up-date of the review in 1993-1994. Ninety Member States were initially contacted to contribute to this exercise, sixty-three* of which responded. Replies were received from countries representing the different world regions as follows: thirteen from Africa, seven from Arab States, twenty-one from the Europe Region, thirteen from Latin America and the Caribbean, and nine from Asia and the Pacific.

The information was collected by means of a questionnaire (Annex I) completed by the division or unit in the Ministry responsible for special education. Notwithstanding the constraints imposed by this method of compiling information, the *Review* represents a unique distillation of information on practice worldwide, and will be of assistance to policy-makers, administrators and educational specialists. The *Review* is to be seen as part of UNESCO's contribution to the monitoring of the Standard Rules of Equalization of Opportunities for Persons with Disabilities with respect to education.

Part I provides a summary and analysis of the information received and highlights present trends. On a number of issues comparison is made between the two situations as reported in 1986 and 1993. While this part informs on developments, it also provides indications for future planning.

Part II consists of the summary of all the country replies presented in a uniform plan corresponding as closely as possible with that of Part I.

Readers interested in legislation issues can refer to the document *Legislation Pertaining to Special Needs Education*, UNESCO, 1995.

N.B. Part I of the Review is available in Arabic, French and Spanish.

* While sixty-three Member States replied, in the case of Australia and Canada, two separate states/provinces, with distinct education systems, responded. This explains the total of sixty-five in some of the tables.

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Part I

SUMMARY

SPECIAL EDUCATION POLICY

Most countries provided some information on policies but varied greatly in the amount of detail offered. Extreme care is necessary in interpreting this information as a result. Further interpretive difficulties arise from the nature of the information itself – basic concepts like integration and early intervention have widely different meanings – and from the significance attached to policy statements. This latter caveat refers, for example, to the diverse ways in which policy objectives are used; on the one hand, they can set out a framework for monitoring current provision whereas, on the other, they may offer no more than aspirations for the future.

Within the policy statements themselves, the most common strand related to developing the individual's potential. This was often couched in general terms (reach optimum potential – Sri Lanka; develop potential to the full, and further social and vocational integration – Costa Rica). Other formulations were more specific: Egypt referred to eliminating the effects of handicap, developing students' self-confidence, equipping them with daily living skills and providing the experience necessary for them to adapt to society, as well as integrating them in mainstream schooling and then society; Thailand referred to promoting self-reliance, developing the ability to work with other people, urging an awareness of responsible citizenship and facilitating a normal life in society. Many of these statements had a presumption in favour of integration, whether in terms of seeking to develop individuals within the least restrictive environment (Spain) or working towards maximum participation in adult life.

Most statements referred to children and young people with special educational needs in a general way, sometimes spelling out an intention of providing an appropriate education for all students. When target groups were specified, this tended to be in terms of categories of handicap. It may be worth noting that the United Arab Emirates was the only country to make explicit reference to providing appropriate education for pupils with behavioural difficulties, though other countries did of course encompass these in their general formulations.

A second strand within policy statements related to underlying principles. Many countries' statements implied that integration was a key principle but a small number spelled out their guiding principles explicitly. Bahrain referred to three sets of principles – democratic, economic and human. Saudi Arabia emphasised the need to take account of Islamic

teaching and societal values. Canada Alberta based policy on a philosophy of equality, sharing, participation, and the worth and dignity of individuals. Denmark, Norway and Spain drew attention to the underlying principles of normalisation of services, integration, participation and decentralisation.

A third strand of policy had to do with the steps deemed necessary in order to secure appropriate education for pupils with special educational needs. Australia Queensland spelled out what was required at school level – flexible programmes, academic organisation and structural arrangements, all provided within a framework of inclusive curriculum practices. Romania also emphasised curricular flexibility, adding in the need to provide appropriate legislative and administrative underpinning and to run pilot projects. Chile's policy aims included preventing disability, facilitating disabled persons' access to rehabilitation programmes, supporting innovation in education and encouraging research. China and Jamaica shared a policy objective of reforming teacher training in special education and encouraging teachers to follow careers in special education. Both countries also had quantitative targets regarding school provision for pupils with special educational needs, elaborated as a five-year plan in the case of Jamaica.

A few countries set out more extended lists of policy objectives. Two examples will serve as illustrations. In Kenya, policy was concerned with defining the skills and attitudes required by the target population, early intervention, awareness of the needs of those with disabilities, provision of specialised facilities and measures for preventing impairment. In Zimbabwe, policy guidelines covered early detection and intervention, integration, development of local training facilities, procurement of equipment, development of resource centres, provision of support and monitoring services, and assistance for non-governmental organisations.

The policy statements offered by countries in the present survey were broadly similar to those made in the 1986 survey, although the brevity of the information supplied makes comparison difficult. One apparent difference relates to the emphasis on the individual and meeting his/her needs; while a constant theme of policy statements throughout, it seemed to be less central a feature in the 1993 statements or, at least, to be seen more within a framework of general educational reform. The 1993 statements were more likely to draw attention to system variables such as curriculum and teacher training, and to locate improvements in special educational provision within broader educational reform.

LEGISLATION

The first question put to countries on legislation was whether the regulations covering general education were deemed to apply to children and young people with special educational needs. As Table 1 shows, most countries did include special needs provision in the same regulatory framework as general education. The ten countries which did not were all developing countries. For the remaining eight countries the question did not apply since there was no legislation governing education or the requisite information was not provided.

Table 1
General education legislation deemed to apply to children with special educational needs

	Number of countries
Deemed to apply	47
Not deemed to apply	10
No legislation/insufficient information	8
	65

Table 2 summarises responses to the question on children excluded from the public education system. Two-thirds of those responding excluded some children; in addition, a further five countries (Ethiopia, Lesotho, Papua New Guinea, Sri Lanka and Uganda) did not have compulsory education so it is likely that there was substantial de facto exclusion in these as well. The most common reason given for excluding particular children was severity of disability; this was often unspecified but in some cases reference was made to severe learning difficulties or to multiple handicaps. A few countries indicated that the number excluded in this way was relatively small. About one-third of the countries reporting exclusions gave practical considerations as opposed to legislative requirements as the reason – scarcity of resources, especially in rural areas, insufficient or unsuitable schools, lack of trained staff, unwillingness of regular schools to accept pupils with severe disabilities. In three countries – Barbados, Italy and Kenya – parental choice was cited as a reason why some children were excluded from the public education system.

Table 2
Countries excluding children with special educational needs from the public education system

	Number	*%*
No exclusions	16	27
Some children excluded	39	65
Education not compulsory	5	8
	60	100

The vast majority of countries responding had legislation in place governing special educational provision, ranging from comprehensive enactments covering most aspects of provision to outline requirements focused on particular areas such as the authorisation of special schools or administrative guidelines regarding integration. In some countries (Austria, France, Italy) the relevant legislation grew up over a period of time as needs came to be recognised; in others (Canada Alberta, Canada New Brunswick, Israel, Jordan, Republic of Korea, Spain) there was a single comprehensive piece of legislation which incorporated the main legislative requirements. Another variable is the extent to which special educational provision was encompassed within general educational legislation (Denmark, Finland, New Zealand) or, more commonly, was the subject of specific extra legislation. Legislation also varied in the age range covered: primary was the sector most likely to be covered, followed by secondary, with pre-school and tertiary less commonly covered.

Legislative coverage ranged over identification, assessment, categories, forms of provision, integration, curriculum and pedagogy, resourcing, administration, duties of school and district authorities, monitoring arrangements, teacher training and parental rights.

Three countries – Ethiopia, Côte d'Ivoire and Lesotho – had as yet no legislation governing special education, though in each case there were plans to introduce legislation. In a number of other countries, notably developing countries, it was recognised that existing legislation was inadequate or out-of-date, and amendments were being prepared. The proposed legislative reforms covered a very wide range of topics. By far the most common, however, were integration and matters to do with building up special needs provision in regular schools. Other frequently mentioned topics were pre-school provision and early intervention, teacher training and post-school provision. A few countries made mention of developing provision for particular groups of pupils, special schools, assessment, peripatetic support, parental choice and funding mechanisms

Categories

A majority of countries (36 of 63 providing information) defined categories of special educational needs in their legislation. The modal number of categories was six (11 countries), with two countries – Saudi Arabia and United Arab Emirates – defining only three categories and two – Italy and the Netherlands – defining ten. Of the 36, 18 defined the seven main categories given in the questionnaire – emotional and behavioural disturbance, mental retardation/severe learning difficulties, physical/motor disabilities, visual impairment, hearing impairment, language disorder and learning disabilities. When particular categories were not defined in legislation, the ones most frequently omitted were emotional and behavioural disturbance, language disorder and learning disabilities. Visual impairment and hearing impairment were very commonly included. Additional categories defined in some countries included severe and multiple handicap, difficulties in relationships/autism, social marginalisation, chronic illness and hospitalisation.

Table 3
Countries' use of categories of special educational needs

Number of categories defined	*Number of countries*
3	2
4	3
5	2
6	11
7	9
8	4
9	3
10	2
	36
None	27
	63

Of the 27 countries not defining categories of special educational needs in legislation, six made use of categories in various ways: Barbados listed categories without formally defining them; Jamaica referred to them for purposes of assessment and placement; Mali recognised four categories in practice; Spain used categories for certain administrative purposes such as resource allocation; United Republic of Tanzania accepted them in practice; and Thailand used no fewer than eight categories in practice.

ADMINISTRATION AND ORGANISATION

The national ministry of education was responsible for special educational provision almost everywhere (96% of countries responding), either holding sole responsibility (38%) or sharing responsibilities with other ministries or agencies (58%). The latter ministries were most likely to be the ministry of social welfare/social affairs/social development or the ministry of health, in a number of cases both ministries jointly. In Bolivia special education is the responsibility of the Ministry of Human Development which incorporates the Ministry of Health and the Ministry of Education. Other ministries referred to less frequently were justice, internal affairs and labour. In a few cases other agencies were referred to such as the State Secretariat for the Handicapped in Romania. This contrasts with the previous survey when the ministry of education was responsible for special education in 83% of countries responding (48 out of 58), and suggests a clear trend for children and young people with special educational needs to be included within the same administrative arrangements as their peers.

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Table 4
Ministries responsible for special education

	No	*%*
Education, sole	25	38
Education, shared	38	58
Other	2	3
Total	65	99

The way in which responsibilities were shared was not generally reported but, in cases where it was, a number of patterns emerged. The most common was for the ministry of education to be responsible for most children with special educational needs, with another ministry, usually the ministry of health but sometimes a social affairs ministry, taking on responsibility for a particular group. Examples of responsibility for children's education falling outside the ministry of education include those with profound learning difficulties (Cyprus, Egypt, Finland, Jordan, Syrian Arab Republic), those with physical and sensory impairments (Botswana, Brazil) and those with emotional and behavioural difficulties (Israel, Kenya, Venezuela). Another pattern was for the main responsibility to be vested in the ministry of education with a particular generic responsibility vested in another ministry. For example, assessment and referral were sometimes the responsibility of the ministry of health (Bahrain, Bulgaria, Ghana, Ireland, Israel); in Algeria the Ministry of Education was responsible for the teaching of pupils with special needs but the Ministry of Social Affairs for the administration and resourcing of special education; in Ghana the Ministry of Social Welfare was responsible for vocational training programmes; and in Ireland the Ministry of Health was responsible for the provision of speech therapy.

The two countries where responsibility for special education fell outside the ministry of education – Côte d'Ivoire and Syrian Arab Republic – located the responsibility within a social affairs ministry. In both cases some responsibilities were shared with the education ministry. This is in striking contrast with the 1986 survey when 10 (out of 58) countries located responsibility for special education outside the ministry of education.

Education ministries were responsible for special educational provision in almost every country, as noted above. The most common administrative arrangement was to have within the ministry of education a separate department dealing with special education. Generally, the special education system ran parallel to the regular school system, with modifications as judged necessary, and the function of the special education department was to provide the administrative structure for this parallel system. In some cases the age range was divided up differently between the two systems or the education system extended over different periods of time. There were other organisational models. In some cases, special education was subsumed under the department dealing with primary or basic education, reflecting the main thrust of special educational provision. In a few

cases, special educational provision was administered as part of the regular education system without having a separate administrative structure.

Administrative decisions tended to be taken at various levels in the system but no very clear pattern emerged, apart from a tendency for larger countries to devolve more to regional level. Several countries distinguished between legislation and policy, which were set at national level, and issues of implementation, which were regional and/or local responsibilities.

While the administrative arrangements do not appear to have altered a great deal since the previous survey, some changes may be noted. In particular, a few countries had moved away from having special education administered separately. For example, Peru's department of special education within the Ministry of Education was being replaced by a situation where responsibility for special education was distributed throughout the Ministry.

A total of 22 countries reported having a mechanism for co-ordinating services for special educational needs at national level. In about one-third of cases this co-ordination was provided by a special education department within the ministry of education, often located within the department for primary or basic education, as in Malta, Mexico and the Philippines. In other cases there was a free-standing agency which had a variety of functions: maintaining an overview of developments relating to children and young people with special needs; initiating new legislation; commissioning or conducting studies relating to disability; and, sometimes, taking account of services for adults such as employment and rehabilitation. As previously, several countries indicated that steps were being taken to set up a co-ordinating body where one did not exist.

Special education was provided by the voluntary sector in many countries. Seventeen countries made explicit reference to voluntary sector provision, and 10 affirmed that there was no provision made by voluntary bodies. Information was generally incomplete, but it would appear that a considerable number of other countries had educational provision made by voluntary bodies. When provision was made in this way, it was almost always subject to ministerial supervision and monitoring. Several countries referred to a need for voluntary bodies to seek registration before setting up schools and implied criteria that had to be met prior to registration. In a few cases teaching staff were supplied by the ministry of education or teacher salaries were paid.

SPECIAL EDUCATIONAL PROVISION

The pattern of special educational provision was extremely varied. Respondents were asked to list the forms of provision available for each category of special educational needs. A complex picture emerged, with wide variation in the extent to which different forms of provision were available for the different categories. Taken overall, special schools remained a predominant feature of the map of provision. The various forms of provision were not spread evenly across the different categories: a range of options was

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most likely to be available for those with mental retardation/severe learning difficulties, hearing impairment, visual impairment and physical disabilities.

Table 5
Number of countries using different forms of provision

	Number
Boarding special schools	55
Day special schools	49
Special classes in regular schools	47
Support teaching in regular classes	46
Resource room	45

Respondents were asked to indicate whether and how children and young people with special educational needs were recorded for official purposes. As Table 6 shows, in the majority of countries providing this information children and young people were registered in disability groups. Six countries – Australia Victoria, Finland, Iceland, New Zealand, Norway, Zambia – registered children but did not categorise them. With the exception of Zambia, this reflects the fact that categories of special educational needs were not defined in those countries, necessitating other recording mechanisms. In a sizeable number of countries (16 of 54 responding), no official records were kept. This appeared to reflect in some cases a rudimentary level of provision but in other cases a practical commitment to educating those with special educational needs within the mainstream and without singling them out from peers more than necessary.

Table 6
How pupils with special educational needs were recorded for official purposes

	Number	*%*
Registered in disability groups	32	59
Registered but not categorised	6	11
Neither registered nor categorised	16	30
	54	100

Integration was a declared policy in almost every country (Table 7). In a few countries this had been adopted recently and implementation was clearly limited. The finding is remarkable none the less and indicated the extent to which integration was almost universally espoused. The shift from the 1986 survey is worth noting also: integration was official policy at that time in only three-quarters of the 58 countries responding (UNESCO, 1988).

Table 7
Policy on integration

	Number	*%*
Countries having a policy	60	92
Countries not having a policy	5	8
	65	100

Furthermore, it should not be assumed that the absence of a policy endorsing integration in the other five countries – Australia Victoria, New Zealand, Nicaragua, Republic of Korea, Saudi Arabia – necessarily signified an orientation toward segregated provision. In Australia Victoria and New Zealand, for instance, this policy absence went along with highly developed special educational provision where very few pupils in fact attended special schools.

The support available to regular schools to enable them educate pupils with special needs varied greatly, and details provided were somewhat sketchy. Classroom assistance was routinely mentioned, along with various forms of additional pedagogical support. Access to external specialists was a further feature of support, though inevitably it depended on the availability of the appropriate specialists. In-service training was often perceived to be a valuable form of support for teachers in regular schools. Some countries regulated the provision of support by statute. Thus, in Austria the number of pupils in any integration class was limited to 20: a maximum of four pupils with special educational needs and 16 other pupils.

Links between special schools and regular schools were relatively common, with more than half the countries responding reporting such links (Table 8). These involved exchange of staff, pupils and materials to varying degrees. For example, Cyprus found very good results as regards participation in common activities by children and co-operation between teachers. A more ambitious form of linking is illustrated by Sweden where all special schools served as resource centres to pupils, staff and parents in regular schools in their region; they arranged seminars, courses and study visits for parents and teachers of pupils with special needs in regular schools.

Table 8
Links between special schools and regular schools

	Number	*%*
Countries reporting the existence of links	31	55
Countries reporting few or no links	25	45
	56	100

Diversity of provision

The diversity of provision is well illustrated by the figures on numbers of pupils of compulsory school age enrolled in special schooling. The range extended from three per 10,000 pupils (United Republic of Tanzania) at the lower end to 450 per 10,000 (Netherlands) at the top end. The information is summarised in Table 9. The figures must be interpreted with caution because of differences in the exhaustiveness with which the information was collected in different countries. They are useful, however, in giving approximate orders of magnitude.

Table 9
Number of pupils in special schools as a percentage of school age population

Range (%)	*Number of countries*
Less than 0.1	6
0.1 – 0.4	15
0.5 – 0.9	12
1.0 – 1.9	10
2.0 – 2.9	3
More than 3.0	2
	48

Of 48 countries supplying information, 33 reported having fewer than 1% of pupils in special schools. Of these, six had less than 0.1% of pupils in special schools. With the exception of Canada New Brunswick (four pupils per 10,000), these were all developing countries: United Republic of Tanzania (three), Sri Lanka (four), China (seven), Honduras (eight) and Zimbabwe (eight).

Low usage of special schools does not necessarily mean an effective commitment to integration. In some countries such as Canada New Brunswick and New Zealand (30 per 10,000), it plainly did but in many others there was no evidence to suggest that this was the case. In some, particularly developing countries, low usage of special schools was associated with low levels of provision generally for pupils with special educational needs; many of them either did not go to school at all or attended a regular school with little or no support.

A limited comparison with the data gathered in the previous review is possible. Table 4 in UNESCO (1988) gives the distribution of the number of pupils enrolled in special educational provision as a percentage of school age population. Most countries in fact responded in terms of the numbers of pupils in special schools, partly because these figures were the only ones to hand. If the small number of countries providing a total including pupils receiving special educational provision in regular schools as well is allowed for, a tentative comparison can be drawn.

Since the number of countries providing the requisite information was different in the two surveys, the figures in Table 4 in UNESCO (1988) and Table 9 have both been converted into percentages, as shown in Table 10. This suggests a slight decrease in the proportion of countries making very little use of special schools, with a corresponding increase in the proportion of countries making more intensive use of them. To the extent that these represent real changes, they probably relate to increased levels of special educational provision generally rather than a deliberate shift toward segregated provision: the pupils contributing to the increase in special school numbers are more likely to have been receiving education for the first time than to have come from regular schools. On the other hand, the decrease at the top end of the table does point to a move toward integration. In the 1986 survey a quarter (26 per cent) of countries providing information had two per cent or more of the school age population in special schools, whereas in 1993 only ten per cent of countries made such extensive use of special schools. The contrast is magnified, as explained, by the fact that some countries included in the 1986 returns pupils receiving special educational provision in regular schools. This does not explain the entire difference, however, and there appears to be a trend for countries with a high level of special school provision to seek to reduce special school numbers by building up provision in regular schools.

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Table 10
Enrolment in special schools in 1986 and 1993

	% of countries in that range	
Range	*1986*	*1993*
Less than 0.1	20	13
0.1 – 0.4	25	31
0.5 – 0.9	18	25
1.0 – 1.9	12	21
2.0 – 2.9	12	6
More than 3.0	14	4
	101	100

Service providers

Table 11 indicates the proportion of special educational provision made by the state education system in different countries. In addition to the 12 countries where all special educational provision was made by the state education system, 11 of the 27 countries in the 80% – 100% range made virtually all special educational provision within the state education system.

Of the remaining 20 countries which provided information, all except Bahrain and Croatia reported substantial provision made by voluntary bodies, churches and other non-governmental organisations. In Cameroon, Lesotho and Mali, all or nearly all provision was made in this way, and in seven other countries at least half of special education

Table 11
Amount of special educational provision made by the state education system

	Number of countries	*%*
100%	12	20
80% – 100%	27	46
20% – 80%	13	22
Less than 20%	7	12
	59	100

was provided by non-governmental organisations. In a few countries a substantial amount of special educational provision was made by government departments other than education: Bahrain (80 per cent), Jordan (50 per cent), Croatia (40 per cent), Bolivia (29 per cent), United Arab Emirates (25 per cent).

A comparison with the 1986 survey indicates an increase in the proportion of provision being made within the state education system. Table 12 compares the responses obtained in the present survey with information abstracted from Table 5 in UNESCO (1988). The significant comparison relates to the proportion of countries making at least 80 per cent of provision within the state education system, i.e. the first and second rows combined. This shows two-thirds of countries (66 per cent) making provision at that level in 1993, as compared with less than half (45 per cent) in 1986. There is a corresponding drop in the proportion of countries making low levels of special educational provision within the state education system.

Table 12
Special educational provision in the state education system, 1986 and 1993

	% of countries	
	1986	*1993*
100%	26	20
80% – 100%	19	46
20% – 80%	40	22
Less than 20%	15	12
	100	100

Pre-school

Pre-school opportunities for children with special educational needs are summarised in Table 13. Just over half (54 per cent) of countries responding had provision for one child in ten or fewer; almost one-third had no provision at all. Just over a quarter (28 per cent) had good provision for all requiring it.

Respondents tended to give little information on the nature of their pre-school provision. Some countries referred to priority groups: hearing impaired infants in Bahrain, those with severe learning difficulties in Chile and Finland, and those with physical or sensory impairments in numerous countries. The availability of provision was determined by geography in some countries: services tended to be more available to those living in urban areas than in rural areas.

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Table 13
Pre-school provision for children with special educational needs

	Number of countries	*%*
Little or no provision	20	31
Provision available for less than 10% of children	15	23
Provision available for 10% – 50% of children	11	17
Provision available for most children	18	28
	64	99

Comparison with the 1986 survey suggests a slight increase in the availability of provision. The 1986 data used three categories – limited or no provision, good provision for some, good provision for all. By combining the two intermediate categories in Table 13, the two sets of data can be compared.

Table 14
Pre-school provision, 1986 and 1993

	% of countries	
	1986	*1993*
Little or no provision	48	31
Provision for some children	28	40
Provision for most children	24	28
	100	99

Table 14 displays the comparisons, showing a sizeable decrease, from 48 per cent to 31 per cent, in the percentage of countries making no provision and a slight increase in the percentage of countries making provision for most children.

PARENTS

Most countries acknowledged the importance of parents in matters relating to special educational provision. Some gave them a central role in the assessment and decision-making procedures, requiring their involvement in the process and seeking their assent to placement decisions. In Norway, for instance, parents' written approval was required

before any interventions were made. Denmark gave parents the right to be involved at every stage – identification, assessment, referral and provision – and their assent must be secured at each stage; the only exception permitted was when a child's development was likely to be seriously affected. Parental choice was a central value in Australia Victoria: it was for parents to choose the most appropriate educational setting for their child, and for the state to accept and support that choice. In Zimbabwe, assessment was conducted only if parents agreed.

Most countries did not in fact give parents an absolute right to choose a particular form of provision for their child. Many, however, did have procedures whereby parents could appeal against a placement decision and seek to have it changed, though in some countries choice was severely constrained by the limited amount of provision actually available. Other countries such as Botswana, Chile and Croatia, while not giving parents formal rights, encouraged professionals to involve them as much as possible.

Another pattern is illustrated by countries like Poland where parents were not involved in the assessment or referral procedures but they could insist that any special education proposed be provided in a regular school. In particular, a child could not be sent to a special school without the parents' consent.

A few countries – Cyprus, Finland, Zimbabwe – referred to the parents' role in their child's education, e.g. drawing up individual educational programmes. A number of countries described various management and other school-wide roles. This was particularly developed in Mexico and Venezuela where systems existed to improve parents' understanding of special educational needs and facilitate their participation in decision-making and programming. In Honduras the Parents' Federation was active at national level and had links with similar federations in other Central American countries. In El Salvador there has been an increase in the number of parents' associations to support the education of children with special needs.

An unusual situation prevailed in Italy where parents must be consulted on the educational provision made for their child. If parents do not wish their child to be certified as needing additional support, the school does not receive extra facilities for that child.

The situation regarding parental involvement reported here represents an improvement on the 1986 data. While it is necessary to be aware of the gap between rhetoric and reality in an area such as this, parents seem to have greater involvement in assessment and decision-making matters than previously and, most positively, to be receiving support in some countries to pursue their involvement more effectively.

TEACHER TRAINING

Many countries reported activity regarding teacher training for special education. A total of 28 countries included some coverage of special educational needs within general initial teacher training; in 18 of these, every trainee teacher received at least an introduction to special educational needs and in some cases rather more than that.

A wide range of special education options was available in initial teacher training, with growing numbers of students electing to take them. For example, in Australia Victoria many three-year trained primary teachers took a special education course of study in their fourth year of study; in Ireland, special education options were taken by approximately 15% of students in training.

Twelve countries confirmed that initial teacher training contained no special needs coverage. The remaining 25 did not provide information but in some cases it was clear that there was no coverage, either because teacher training was in a rudimentary state or because special needs provision in regular schools was limited anyway.

Table 15
Special educational needs in initial teacher training

	Number of countries	*%*
Provided for all	18	45
Provided for some	10	25
Not provided	12	30
	40	100

Opportunities for in-service training relating to special educational needs were reported in 35 countries. In 13 of these the opportunities for such training were extensive. Thus, Australia Queensland had open access in-service courses in guidance training, learning difficulties, hearing impairment, vision impairment and multiple impairment. Spanish teachers had regular access to courses and workshops on special educational needs.

The great majority of countries (47 of 65) reported specific arrangements for teachers specialising in special education. In a few cases these were clearly limited and required teachers to travel to another country. In many cases, however, substantial provision was available and was specifically regulated. Teachers specialising in special education commonly had to be trained teachers with teaching experience in regular schools. The latter was often required to be for two/three years' duration but in two cases – Greece and Sweden – teachers were required to have had five years' teaching experience in regular schools before training as a special educator.

The courses on offer for those wishing to specialise ranged from one to five years in length; in a few cases successful completion of an appropriate course was a pre-requisite for becoming a specialist. Courses could be taken on a full-time or a part-time basis. Many were run by universities or teacher training establishments but some were run also by advisory teams and special schools. Costa Rica and Kenya referred to distance education programmes.

The situation described here regarding teacher training represents a substantial improvement on that obtaining in 1986. Only a minority of countries reported coverage of special needs in initial teacher training and even fewer had in-service opportunities in special educational needs for teachers in regular schools (UNESCO, 1988). Comparative figures regarding training for teachers specialising in special education were not available but it does seem likely that such specialist training is being accorded greater importance.

FINANCE

Special educational provision was financed by a mixture of funding from the state, voluntary bodies, non-governmental organisations and parents. State funding was the predominant source of funding: in 23 countries (40 per cent of those providing the information) special educational provision was financed entirely by the state, and in 13 others the state financed at least 95 per cent of provision. The six countries where the state was providing less than half the cost of special educational provision were all developing countries. It may be noted, however, that in many developing countries the state was providing all or almost all of the costs of the special educational provision made.

Table 16
Amount of special educational provision financed by the state

	Number of countries	*%*
All	23	40
95% +	13	23
80% – 94%	8	14
50% – 79%	7	12
30% – 49%	3	5
Less than 30%	3	5
	57	99

These figures signal a clear improvement on the position reported in the 1986 survey. At that time only 19 countries (out of 58) provided full funding from the state for special education.

Voluntary bodies were the major alternative source of funding, being referred to by 26 countries. In three (Lesotho, Malawi, Uganda) they were the major source of special education funding, and in Ecuador, Indonesia and Uganda they provided 40 per cent of

25

the costs. Five countries made explicit reference to overseas aid (though it is possible that some countries included such funding under voluntary bodies), with Papua New Guinea and Sri Lanka funding 50 per cent of their special educational provision in this way. Parents were cited as a source of funding in 18 countries. In a few cases this represented no more than two per cent of the total expenditure, but in seven countries parents' contributions covered at least ten per cent of the costs for special educational provision; in Honduras and Zimbabwe parents' contributions reached 35 per cent and 30 per cent respectively.

The financial information obtained in the 1986 survey was in a somewhat different form and direct comparisons are not possible. It can be concluded, however, that there is a movement toward state funding and away from dependence on the voluntary sector and parental funding. Full funding by the state was provided by fewer countries (19 of 58) in 1986 and there was more frequent reference to voluntary sector (30 countries) and international (9 countries) funding.

Expenditure on special education as a proportion of total expenditure on education was reported by 26 countries. Results are shown in Table 17. As might be expected, the countries reporting a high figure were all developed (Canada New Brunswick, Denmark, Ireland, Norway). Other notably high figures, all at five per cent, were reported by Botswana, Croatia and Egypt.

Table 17
Expenditure on special education as a proportion of total expenditure on education

	Number of countries
More than 10%	4
5% – 6.9%	7
3% – 4.9%	4
1% – 2.9%	4
Less than 1.0%	7
	26

Very many countries, including those which did not report an expenditure figure, planned to increase the level of spending on special educational provision. No country proposed reducing it, and the only countries stating that there would be no increase were clearly committing a high proportion of their educational expenditure to special educational provision already.

The reasons for the increasing expenditure on special educational provision ranged from the general – greater awareness of special educational needs and commitment to meeting them – to quite specific proposals for improving provision. The latter included staff

training, employing more staff as class sizes were reduced, expanding provision in line with reduced infant mortality and improved diagnostic procedures, expansion of early intervention programmes and improving support to schools for integration programmes. Some countries experienced particular funding pressures – immigration (Israel), need to maintain projects developed by aid agencies (Kenya), special school building programme (Thailand) and parental pressure (United Arab Emirates).

RESEARCH AND DEVELOPMENT

Respondents were asked to say what they perceived to be the main issues concerning the future development of special education in their country. Table 18 summarises their responses. Five matters were clearly uppermost in their minds: integration; early intervention; vocational education and transition from school to adult life; staff development; and the provision/development of services. Each of these encompasses a wide range of concerns, and inevitably there is some overlap between them. Integration includes basic provision of special education in regular schools, curricular and pedagogical adaptation, support services for mainstream teachers, concerns for particular groups and efforts to extend integrated provision into secondary and higher education. Early intervention encompasses identification and work with parents in addition to the curricular and organisational aspects of provision. Staff development is concerned primarily with teachers but includes other staff too; a particular concern is the provision of in-service training for teachers in regular schools. The provision/development of services was of major concern in some developing countries where the principal effort was to establish a basic level of provision for the first time. Other topics receiving more than one mention were the co-ordination of services, computer assisted learning, education of the hearing impaired, education of the visually impaired, support services for schools and educational technology.

Table 18
Main issues concerning the future development of special education

Issue	*Number of countries citing it*
Integration	37
Early intervention	33
Vocational education/transition to adult life	25
Staff development	20
Developing/providing services	15
Curriculum and pedagogical development	7
Development of community support	4

27

Comparison with Table 11 in UNESCO (1988) reveals a broadly similar pattern of concerns across the two surveys. Integration and early intervention were the most frequently cited in both. Vocational education seemed to have become a higher priority in the intervening years. The challenge of developing provision and procuring resources also loomed larger.

A very large number of research topics were cited and only a tentative grouping of them can be attempted. (It is likely too that many respondents were selective in listing their country's research effort.) Table 19 shows that integration was the most frequently cited topic followed by curricular and pedagogical developments. The other topics cited with some frequency were early intervention, aspects of educating the hearing impaired, aspects of educating the visually impaired and demographic studies. There were some changes from the list of research topics cited in the 1986 study (cf Table 9 in UNESCO 1988): integration and early intervention continued to receive emphasis, but the organisation of special education and transition issues were mentioned less frequently while sensory impairment came to the fore.

Table 19
Current research topics

Topic	*Number of countries citing it*
Integration	15
Curriculum and pedagogical development	7
Early intervention	5
Hearing impairment	5
Visual impairment	5

A final question to respondents was what aspects of other countries' experience they would like to know more about. This produced a large number of responses, indicating a willingness to learn from the practice and research of other countries. Analysis of these responses is instructive in revealing perceptions of development needs. Table 20 summarises the most common responses. The congruence between the issues raised here and those in Table 18 setting out concerns regarding the future development of special education is striking: integration, early intervention, staff development and vocational education all feature in broadly similar ways.

Table 20
Interest in learning about other countries' experience

Topic	*Number of countries citing it*
Integration	21
Early intervention	16
Staff development	12
Vocational education	8
All aspects of provision	8
Assessment/evaluation	6
Mental retardation	6
Hearing impairment	6
Visual impairment	5
Autism	5

CONCLUSION

Collating information from different countries is a challenging task. Interpreting this information within a common framework is even more challenging. The effort is worthwhile, however; it enables countries to make useful comparisons and to share information on policy and practice. On their own these activities may achieve little, but in a context where the need for change is recognized they can be a powerful stimulus towards reform and a support for it. The previous Review was in fact widely used and generated a great deal of positive feedback.

An overall comparison between the two situations – 1986 and 1993 – reported here and in the previous report allow for some guarded optimism. Most countries provided some information on policies but varied greatly in the amount of detail offered. Special educational provision is more firmly located within regular education, at school and the administrative levels, than before and has greater legislative underpinning. Within the policy statements, themselves, the most common strands related to: developing the individual's potential, integration and necessary steps for implementation. Regarding legislation, most countries did include special needs provision in the same regulatory framework as general education; the most common reason given for excluding particular children was severity of disability.

The pattern of special educational provision was very varied and a complex picture emerged, with wide variation in the extent to which different forms of provision were

available for persons with disabilities. In the majority of the countries (96%), the national ministry of education holds sole or shared responsibility for the administration and organization of services. Other ministries sharing responsibility were mostly the ministries of health and social welfare/social affairs/social development. State funding is the predominant source of financing, whilst other funding comes from voluntary bodies, non-governmental organizations and parents. The different countries acknowledged the importance of parents in matters relating to special educational provision, and some gave them a central role in the assessment and decision-making process. There is a substantial increase in in-service teacher training relating to special educational needs. The respondents identified five main issues concerning the future development of special needs education in their country – integration, early intervention, vocational education, staff development and provision of services.

Much remains to be done and there is no room for complacency. Many countries face fiscal and personnel constraints, and maintaining let alone increasing existing investment in special educational provision will not be easy. A word of caution: even where resources are not the central issue, the pressures created by the general school reforms taking place in many countries may reduce the priority given to special educational provision. However, progress has been made, despite the many difficulties, and it is more constructive to take encouragement from the successes and seek to build on them than to dwell unduly on the difficulties. If a further review is conducted at the beginning of the new millenium, it is to be hoped that it will show that children and young people with special educational needs are participating in regular schools to a far greater extent than now and are receiving good education within them.

Part II

COUNTRY SUMMARIES

ALGERIA

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Children with severe handicaps are excluded from the public education system; they are placed directly in special centres which take care of them.

Primary and secondary education for special educational needs are covered by legislation. Article 90 of the 1976 legislation on education and training provides for the establishment of special schools for children and young people who require special education.

Six categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and learning disabilities.

Special education is the responsibility of the Ministry of Education and the Ministry of Social Affairs, with some additional responsibility shared with the Ministry of Health. The Ministry of Education is concerned with pedagogy and the Ministry of Social Affairs with the administration and resourcing of special education.

For the future, ministerial circulars are being developed concerning the education of children with various difficulties – sensory impairments, chronic illness, diabetes and asthma.

Administration and organisation

Special education is administered by the Office of Special Education within the Ministry of Education. Administrative decisions are taken at national and regional levels.

The National Consultative Council is responsible for the co-ordination of services at national level, including the social protection and integration of people with disabilities.

Special educational provision

School

Children and young people with special needs are neither registered nor categorised for official purposes.

There is a policy of encouraging integration. This takes three forms: special education classes in primary schools for children with hearing impairments; courses for students who repeat a year; and transition courses for students who arrive in school late.

Pre-school

There are no pre-school services for children with special educational needs, except that there are special sections in kindergartens for children who have hearing impairments.

Teacher training

Teachers for special education are recruited from those who have had teaching experience in regular schools; they can participate in training courses lasting for one or two years.

Finance

Special education is financed entirely by Government.

Research and development

The main issues concerning the future development of special education are early intervention and integration.

There is interest in learning of other countries' experience with integration, transition, assessment and the organisation of special education teaching.

AUSTRALIA, Queensland

Special education policy

Educational policy is based on the provision of 'equitable educational opportunities to ensure all students have access to, participate in and gain positive outcomes from schooling'. Terms such as integration or mainstreaming are no longer used in policy statements. The focus is on a recognition that all students can learn and that the educational process requires flexibility of programmes, organisation and structural arrangements to meet students' needs. This flexibility is sought through the use of inclusive curriculum practices.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system on the grounds of disability.

Primary and secondary education for special educational needs are covered by legislation. The basic legislative framework is provided by the Education (General Provisions) Act 1989 (Queensland) which regulates education for all students of compulsory school age. It places emphasis on the provision of programmes of instruction that have regard for the age, ability, aptitude and development of all students, and does not discriminate between people who are able and people with disabilities so far as compulsory education is concerned. Other relevant legislation is contained in the Anti-discrimination Acts of 1991 and 1992 and the Disability Services Act 1992.

Categories of special educational needs are not defined in legislation. A student with a disability is defined in the Education (General Provisions) Act as 'a person who has not attained the age of eighteen and who, in the opinion of the minister, is unlikely to attain those levels of development of which he is capable unless he receives special education'.

Special education is the sole responsibility of the Ministry of Education.

For the future it is planned that the Queensland government strategy on disability services will incorporate a specific policy for children with disabilities. In addition, the strategy will explore career pathways for adolescents and young people with disabilities.

Administration and organisation

Special education is administered at state level. Within the state department of education there are policy units responsible for various aspects of disability and learning difficulty. At regional level there is in each region an adviser responsible for providing advice on special needs issues. Within Catholic Education special education is administered within the general education structure.

Special education services run by voluntary agencies are provided in consultation with state education department personnel. All organisations providing education are directly responsible to the Minister of Education in terms of the quality of their educational programmes. Where related educational services such as occupational therapy or social work support for families are provided through voluntary agencies, state funding is provided and accountability procedures are inbuilt.

Special educational provision

School

Children and young people with special needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools							
Day special schools	×	×	×	×		×	
Special classes in regular schools			×	×	×	×	
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is expressed in terms of an inclusive curriculum which attempts to meet the learning needs of all students in schools by:

- including and making visible within the curriculum the experiences of all the diverse groups within Australian society
- valuing and responding to the learning styles of particular groups of students or of individuals.

This necessitates a broad range of programme options and curriculum practices that respond to identified learning needs and are achieved through the development and delivery of inclusive curriculum offerings in schools.

A wide range of support is available to regular schools in respect of pupils with special educational needs – classroom assistance, additional pedagogical support and access to visiting specialists. There is a statewide School Support Centre for students with low-incidence disabilities plus a network of other school support centres.

There are some links between special schools and regular schools, although there is no formal policy concerning links. A paper is currently being prepared on the future role of special schools.

Within the state education system there are 2,686 pupils (0.5% of the school age population) attending special schools (1994). (The corresponding figures for Catholic Education are not available.)

Practically all special education facilities are provided by the state education system, with a small amount being provided by voluntary agencies.

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Parents have a central role in decision-making in special education. Their permission must be sought before ascertainment can take place, and their involvement is sought at all stages of the assessment process. They have the right of appeal regarding decisions about schooling and can lodge complaints on grounds of discrimination.

Teacher training

Most initial teacher training courses have optional components in special education. All the universities offer in-service degree programmes in special educational needs. The pre-requisite for these is a general degree in education plus teaching experience. There are open access in-service courses in guidance training, learning difficulties, hearing impairment, vision impairment and multiple impairment. Many special education teachers engage in full-time or part-time study after a period of regular class teaching.

Finance

Special education is financed primarily from public sources, as shown in the table:

Public authorities	90%
Voluntary organisations	2%
Parents	8%
Community input	1%

Research and development

The main issues concerning the future development of special education are transition to post-school provision, provision of trans-disciplinary teams of specialists, early intervention and co-ordination of services (between government departments and between government and non-government services).

The most important current research projects relate to the provision of support to classroom teachers, integration, early intervention, trans-disciplinary work, conductive education, transition to work, vocational training, student profiles and benchmarks.

It is felt that the experience gained in relation to assessing training and recruitment needs and planning to meet human resource needs would be useful to other countries.

AUSTRALIA, Victoria

Special education policy

Students with disabilities and impairments should be given access to high-quality educational opportunities and levels of support irrespective of whether they attend a regular or a specialist setting. All schools should work more closely together using mutually beneficial resources and curriculum arrangements to enhance educational opportunities for all students.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

Primary and secondary education for special educational needs are covered by legislation. Legislation specific to special education is contained in the Education Act 1958 which contains a section on educational provision for handicapped children, the Equal Opportunities Act 1984 containing a section on discrimination by educational institutions on the grounds of disabilities, the Intellectually Disabled Persons Act 1985 which has sections on programme planning and assessment, and the Australian Disability Discrimination Act 1992.

Categories of special educational needs are not defined in the legislation.

Special education is the sole responsibility of the Ministry of Education.

No new legislation is planned but the Ministry of Education has announced new policy directions for special education, to be implemented by 1995. A new funding model of resource allocation for eligible students with disabilities and impairments will be introduced. A resource index will be constructed which allocates a quantum of resources to individual students on the basis of explicit criteria. Schools will be able to translate this into appropriate support.

Administration and organisation

Administrative decisions on special education are taken at state level. Special schools and other forms of special educational provision are responsible to the General Manager (Schools) in each region; this is identical to lines of responsibility for regular schools.

There are no voluntary organisations providing special education. There are some private special schools which are registered and monitored by the Directorate of School Education.

Special educational provision

School

A database of students with disabilities in regular and special settings is maintained. Students are not categorised by type or level of disability. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×			×	×		
Day special schools	×	×	×	×	×		
Special classes in regular schools	×						
Resource room							
Support teaching in regular classes		×	×	×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is no policy which encourages the integration of students with special educational needs into regular schools. Policy emphasises and supports the right of parents to choose the most appropriate type of education for their child, be it regular or special. A wide range of support is available to regular schools in respect of pupils with special educational needs – classroom assistance, additional pedagogical support (provided within class only) and access to visiting specialists.

There is a good deal of contact between regular schools and special schools. Special school staff visit regular schools to provide advice on individual students while regular school staff visit special schools to observe programmes. Staff from both settings participate in joint curriculum activities. In addition, special school students visit regular schools to participate in classroom and social activities while regular school students visit special schools to provide cross-age tutoring.

There are 5,000 pupils (0.6% of the school age population) attending special schools and a further 6,900 (0.9%) pupils with special educational needs attending regular schools (1993).

Ninety per cent of special education facilities are provided by the state education system, with the remaining ten per cent being provided by private schools.

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Parental choice is central to all matters relating to special educational provision. It is for parents to choose the most appropriate educational setting for their child; state policy is to accept and support that choice.

Teacher training

Special educational needs are covered in a general way within broad education subjects in initial teacher training. There are also elective programmes in special education which some students choose. Many three-year trained primary teachers undertake a special education course of study as their fourth year of study.

For teachers wishing to specialise in special education there are specific requirements published by the Directorate of School Education. A range of courses is on offer at diploma, degree and post-graduate level.

In-service training courses are offered from time to time for currently employed teachers. Teachers participate in these on the basis of perceived need and the ability of the school to release the teacher for the time required.

Finance

Special education is funded primarily by public authorities, as shown in the table:

Public authorities	90%
Voluntary organisations	2%
Parents	8%

Expenditure on special education represents 5.3% of total expenditure on special education (1992). This has grown from 2.1% in 1982 and is unlikely to grow further in the future.

Research and development

The main issues concerning the future development of special education are the equitable distribution of resources for students with disabilities irrespective of whether they attend

a regular or a special setting, and vocational education and placement of students with disabilities aged 18 years and over.

The most important current research project relates to the development of a resource index for funding students with disabilities.

It is felt that the experience gained in developing an inclusive curriculum for all students may be of interest to other countries.

There is interest in learning of other countries' experience with objective evaluation of programmes such as conductive education and methods for deaf education.

AUSTRIA

Special education policy

Traditional special education has been conceived in categorical terms, with extensive use of segregated special schools. There is a growing trend towards identifying special educational needs and examining the possibility of meeting such needs in regular schools. This movement was given legislative backing in 1993 when Parliament adopted legal amendments for the integration of pupils with disabilities.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. A small number of children, about 300, are excluded from the public education system because of medical conditions.

Primary and secondary education for special educational needs are covered by legislation. The school system is regulated by the School Organisation Act 1962 and subsequent measures that grew out of it. An amendment in 1991 led to the establishment of pilot projects on the joint instruction of pupils with disabilities and their peers.

Eight categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorder; learning disabilities; and children in hospital with diseases.

Special education is the sole responsibility of the Ministry of Education.

The School Organisation Act sets out the basic framework for making special educational provision. The Compulsory Schooling Act (1985) sets out procedures for determining the need for special education and referring children to special schools. The School Instruction Act (1974) lays down curricular requirements for pupils with special needs in both special schools and regular schools.

A further amendment to the Act in 1993 provides for the pilot projects to become part of the mainstream school system.

A Bill for the integration of children with special educational needs into elementary schools is being drafted. The most important points relate to:

- parental choice (parents will have the right to decide whether their child will go to a special school or a regular school)
- measures for transferring elements of the integration pilot projects to elementary schools
- extension of the pilot projects run in the lower secondary cycle.

Specific measures for teacher training and further training are in preparation.

Administration and organisation

Special education, along with regular education, is administered at provincial level. Legislation and policy frameworks are set at national level, and inspection is carried out by federal authorities.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×	×	×
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools	×	×	×	×	×	×	×
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration, and it is anticipated that the legislative measures adopted in 1993 will lead to improved support for pupils with special needs in regular schools. Parents will have the opportunity, but not a legal entitlement, to send their child with special needs to the elementary school of their choice. The school authorities can refuse the application if a school lacks the required staff or infrastructure.

There is a wide range of support available to regular schools in respect of pupils with special educational needs – classroom assistance, additional pedagogical support and access to visiting specialists. The number of pupils in an integration class is limited to 20: a maximum of four pupils with disabilities and 16 other pupils. There are some links

between special schools and regular schools with staff and pupils from the former visiting the latter.

There are 17,840 pupils (2.4% of the school age population) attending special schools and a further 5,400 (0.7%) pupils with special educational needs attending regular schools (1992).

All special education facilities are provided by the state education system.

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Parents are invited to provide information when their child is being assessed. They can express a wish for their child to attend a regular school and the authorities must assist them in finding a suitable school, but a special school placement must be accepted if a suitable regular school cannot be found.

Teacher training

Initial training for teachers specialising in special education is provided at the teacher training academies for some types of special school and within special schools themselves for the remainder. In-service training is provided on a similar basis.

Finance

Special education is funded entirely by Government. The proportion of total expenditure on education devoted to special education is likely to rise in the future because of the integration programmes – more teachers will be employed and there will be fewer children in classes.

Research and development

The main issue concerning the future development of special education is the integration of pupils with special needs at secondary level (10 - 15 years). Research is taking place into this area.

It is felt that the experience gained with primary school integration and the production of hard copy graphics for visually impaired pupils may be useful to other countries.

There is interest in learning of other countries' experience with integration at secondary level and the bilingual education of deaf children.

BAHRAIN

Special education policy

Various services are offered to those with disabilities. These are based on preserving a natural relationship between those with disabilities and their families. The underlying principles of this policy are: the democratic concept, which guarantees the rights of those with disabilities; the economic concept, whereby a person with disabilities contributes productively to building up the country's economy; and the human concept, which is based on tradition and the Islamic commitment to helping people in need.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system because there is no appropriate place for them.

All levels of education for special educational needs are covered by legislation. This legislation is contained in a 1986 Ministry of Education decision on school organisation and instruction.

Four categories of special educational need are defined: emotional and behavioural disturbance; mental retardation/severe learning disabilities; physical/motor disabilities; and visual impairment.

Responsibility for special education is shared between the Ministry of Education and the Ministry of Social Welfare, with some further responsibility (for assessment) vested in the Ministry of Health.

Administration and organisation

Administrative decisions about special education are taken at national level. Within the Ministry of Education there is Disabled Unit responsible for those state schools which provide special educational provision. The Ministry of Education is also responsible for schools provided by voluntary agencies. Within the Ministry of Labour and Social Affairs there is a Rehabilitation Centre which has a wide range of responsibilities for educational provision, staff development and programme development.

Co-ordination at national level is provided by the National Establishment for the Disabled. This body is responsible for proposing new legislation, preparing studies and launching preventive schemes.

Special educational provision

School

Children and young people with special educational needs are registered by disability groups. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×			
Day special schools		×		×	×	×	×
Special classes in regular schools		×					
Resource room		×					
Support teaching in regular classes		×					

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration by establishing special classes in regular schools and providing support teaching in regular classes. There is a good deal of contact between special schools and regular schools.

Special education facilities are provided from a number of sources, as shown in the table:

State education system	15%
Ministry of Labour and Social Affairs	80%
Voluntary agencies	5%

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

Parents are involved in the assessment procedures. Their acceptance is a condition for a child to be placed in special education. They have the right to appeal against decisions.

Teacher training

Training is available at diploma, degree and masters level for those wishing to specialise in special education.

Finance

Expenditure on special education is likely to increase as services are developed.

Research and development

The main issues concerning the future development of special education are the employment of specialists in special education, developing integration in regular classes and increasing the number of students in special education.

The most important current research project relates to integrating students with special needs into regular classes.

It is felt that the experience gained in staff development may be of interest to other countries. There is interest in learning about practice in Jordan and Spain.

BARBADOS

Legislation

The regulations covering general education are deemed to apply to children and young people with special needs. Parental choice is the only reason children are excluded from the public education system.

All levels of education for special educational needs are covered by legislation. The main legislative provisions specific to children with special educational needs concern identification and assessment. The authorities may make arrangements for a child to be admitted to a special institution or for facilities for special education to be provided at any school.

Categories of special educational needs are listed but not defined.

Special education is the sole responsibility of the Ministry of Education.

Existing legislation is currently being reviewed with the aim of improving educational provision.

Administration and organisation

Special education is administered as part of primary education and is, in effect, a subsection of the primary education administration. This administration is run at national level. All private education institutions, including those offering special education (two in number), must be registered with the Ministry of Education.

An officer of the Ministry of Education represents the Ministry on voluntary and other multidisciplinary committees on matters relating to disability and special education.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools							
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools	×	×	×	×	×	×	×
Resource room							
Support teaching in regular classes	×	×				×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. Where it is not practical to provide schools, the authorities may provide facilities for special education at any school. The main forms of support available to regular schools are additional pedagogical in-class support and access to visiting specialists. Special schools have some contact with classes in regular schools.

There are 278 pupils (0.6% of the school age population) attending special şchools and a further 126 (0.3%) pupils with special educational needs attending regular schools (1993).

Almost all special education facilities are provided within the state education system.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

If a child of compulsory school age is believed to have a physical or mental handicap, the parents must present the child for examination. Parents' consent is necessary before the child can be placed in a special institution.

Parents and teachers may form parent-teacher associations to promote the interests of the school by bringing parents, members of the community, pupils and teachers into closer co-operation.

Teacher training

General teacher training includes a component on special education. There are some in-service courses geared to special education.

Finance

Special education is financed almost entirely by Government. Expenditure on special education represents 0.06% of total expenditure on education (1992). This is likely to increase because of the growing awareness of special educational needs.

Research and development

The main issues concerning the future development of special education are: early intervention; integration; and vocational education.

There is interest in learning about other countries' experience regarding: preparation for employment and community-based rehabilitation; legislation on integration and mainstreaming; the education of children who are deaf and blind; and autistic.

BOLIVIA

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. The Education Code currently in force is obsolete so far as contemporary approaches to special education are concerned and is therefore not used. Practice is for the moment guided by Ministerial resolutions.

Nine categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; multiple handicaps; and giftedness.

Special education is the responsibility of the new Ministry for Human Development which incorporates the Ministry of Education and the Ministry of Health. For the future, legislation is planned covering disabled persons in general, programmes of prevention and early intervention, and teacher training in special education.

Administration and organisation

Special education is administered through the National Directorate for Special Education within the Ministry of Human Development. The Directorate is responsible for providing co-ordination at national level. The Directorate has supervisors and co-ordinators in each district.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×	×	×
Day special schools							×
Special classes in regular schools		×					×
Resource room					×		×
Support teaching in regular classes					×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main forms of support available to regular schools are classroom assistance and additional pedagogical support. There is a pilot project for pedagogical support classrooms. There are few links between special schools and regular schools.

Special educational facilities are provided from a number of sources, as shown in the table:

State education system	54%
Other government departments	29%
Voluntary agencies	17%

Pre-school

There is little or no pre-school provision for children with special educational needs.

Teacher training

There is currently no teacher training in special education. After gaining some teaching experience, teachers are selected for work in special education. They have some access to in-service training.

Finance

Special education is financed principally by Government (83%) but also by voluntary organisations (17%). It is likely that the proportion of expenditure on special education will increase as the education reforms due to be introduced in 1994 take effect.

Research and development

The main issues concerning the future development of special education are programmes for prevention and early intervention, integration in the regular school system, and the development of teacher training both in teacher training institutions and by means of distance education.

There is interest in learning about other countries' experience with teacher training, integration, vocational education and the education of gifted students.

BOTSWANA

Special education policy

The overall aim is to establish and develop special education as an integral part of the country's regular education and rehabilitation processes. This is to be achieved by enabling people with disabilities and other exceptionalities to grow in a normal educational and rehabilitative environment, while acquiring daily living skills, knowledge and attitudes to become useful members of society.

Legislation

There are some legislative provisions but details are not available. Categories of special educational needs are defined in legislation. Children with profound disabilities are excluded from the public education system because the schools do not have adequate facilities to meet their needs.

Special education is the responsibility of the Ministry of Education but some responsibilities for pupils with physical and sensory impairments are shared with the Ministry of Health and the Ministry of Local Government, Lands and Housing.

New legislation is being considered to further the education of children with disabilities in regular classrooms and in special schools.

Administration and organisation

Special education is administered by a division within the Ministry of Education. The head of the division co-ordinates and plans the activities of the special education services but decisions on provision are taken at local level. Non-government schools are subject to inspection by the Ministry's inspectors.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available for them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×		×		
Day special schools							
Special classes in regular schools		×		×	×		
Resource room				×			
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main forms of support available to regular schools are classroom assistance and access to visiting specialists. Some special school staff visit regular schools.

Services are provided jointly by the state education system and voluntary bodies in the following proportions:

State education system	52%
Other government departments	8%
Voluntary agencies	40%

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents are required to be present during the assessment of their child and are given the opportunity to choose what they think is best for their child. There are no formal rights as yet.

Teacher training

Primary teachers are given a general background on special education in their initial training. Teachers specialising in special education are expected to take further training.

Finance

Special education is funded entirely by Government. Expenditure on special education represents 5% of the total expenditure on education (1992). This proportion is likely to increase. Whereas special education was previously a unit of the primary education department, it has become a division in its own right since June 1992; this qualifies it to receive a bigger share of the total expenditure on education.

Research and development

The main issues concerning the future development of special education are early intervention and vocational education: provision in both areas is very limited so that 'children are identified very late and are kept too long at schools which do not equip them with skills for living'. It is felt that information about other countries' experience with these issues would be beneficial.

BRAZIL

Special education policy

The aim is to develop the potential of all children and young people with special needs, equip them for the world of work and enable them to participate in a developing society as free, productive and happy citizens.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Children with severe learning difficulties or disabilities involving the central nervous system are excluded from the public education system.

All levels of education for special educational needs are covered by legislation. The right to education is spelled out in the 'Magna Carta': Article 206 requires equal access to schooling for all pupils, including by implication those with special needs; and Article 208 mandates special education for those with special educational needs, such education to be provided within the regular education system for preference.

Six categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; and multiple disabilities.

Special education is the responsibility of Ministry of Education, though the Ministry of Health has some responsibility for those with physical disabilities.

Administration and organisation

Special education is administered within the Ministry of Education. Administrative decisions are taken at all levels in the system. There is an inspection service within the Ministry which is responsible for monitoring provision.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools				×	×		
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools	×	×	×	×	×	×	×
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is enshrined in the federal constitution: when special provision needs to be made for given pupils, the preference is for making this provision in the regular school system. The main forms of support available to regular schools are support rooms with a specialist teacher and pedagogical materials, and access to peripatetic teachers. There are very few links between special schools and regular schools.

There are 50,400 pupils (0.2% of the school age population) attending special schools and a further 71,600 (0.3%) pupils with special educational needs attending regular schools (1989).

Eighty per cent of special educational facilities are provided by the state education system and 20% by voluntary agencies.

Pre-school

Pre-school provision is available for at least 50% of the population in need.

Parents

The involvement of the family in assessment and decision making is limited.

Teacher training

Training for special education teachers is the same as for regular teachers. There are some special education courses available at the second level of regular teacher training. In-service training opportunities are increasingly available.

Research and development

The main issues concerning the future development of special education are extending special education to all children and young people with special needs and achieving integration in the labour market.

The main current research project is the Health Project which aims to maintain records of children and young people with special educational needs with a view to preventing disabilities.

There is interest in learning about other countries' experience with developing literacy.

BULGARIA

Special education policy

The ultimate goal is to provide an appropriate education and vocational training to children and young people with special educational needs.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Children with severe and multiple disabilities are excluded from the public education system.

All levels of education for special educational needs are covered by legislation. The 1992 Education Act provides for the establishment of special schools for pupils with a variety of special needs. A new regulation in 1994 gives the Ministry of Education primary responsibility for educating pupils with special educational needs.

Six categories of special educational needs are defined: emotional and behavioural difficulties; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; and language disorders.

The Ministry of Education is responsible for special education but shares some responsibilities with the Ministry of Health and the Ministry of Social Affairs. In particular, the Ministry of Health is responsible for the admission of pupils to special schools.

For the future, changes are proposed in the regulations governing the Ministry of Education, the Family Code and the law protecting children.

Administration and organisation

Special education is administered by the Department of Special Education within the Ministry of Education. Administrative decisions are taken at national level.

There is no law regulating the activity of voluntary organisations but for the most part they are responsible to the Ministry of Education.

Special educational provision

School

Children and young people with special needs are registered in disability groups for official purposes.

There is a policy of encouraging integration. This is mostly for children with hearing and visual impairments. The main forms of support available to regular schools are additional pedagogical support and access to visiting specialists.

There are some links between special schools and regular schools. These include exchange of teachers and teaching approaches.

There are 11,495 pupils (1.3% of the school age population) attending special schools (1993).

More than 90% of special education facilities are provided by the state education system.

Pre-school

Pre-school provision is available for at least 10% of the population in need. Most schools integrate children with special educational needs in pre-school education.

Parents

Parents can participate in assessments and have the right to choose between a special school and a regular school. In schools there are councils where students, parents and teachers participate.

Teacher training

Initial teacher training does not cover special education. There are various forms of specialist training in special education for those who wish to specialise.

Finance

Special education is financed primarily by Government, with some additional financing from voluntary bodies. Expenditure on special education represents 3% of total expenditure on education (1992). This percentage is likely to increase in the future.

Research and development

The main issues concerning the future development of special education have to do with resourcing. Economic and financial difficulties have a major influence on the education of children with special needs.

The main current research projects have to do with:

- diagnostic evaluation
- the education of children with particular difficulties
- the development of special programmes for learning and integration in everyday life
- the education of children with multiple handicaps.

There is interest in learning about other countries' experience with early intervention, integration, education of children with multiple handicaps, higher education and social support for children with special needs.

CAMEROON

Special education policy

The principal objective of policy is to integrate pupils with special needs alongside their peers in regular schools by providing the necessary materials and learning experiences.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system. These include those who have profound difficulties with language, with learning and with behaviour.

Primary education for special educational needs is covered by legislation. The relevant legislation is contained in laws passed in 1983 concerning the protection of people with disabilities and the law passed in 1990 dealing with the implementation of the 1983 law. This legislation allows for various grants concerned with support for schools, special pedagogical assistance, training of specialised staff and the development of curriculum materials.

Categories of special educational needs are not defined in legislation.

Responsibility for special education is shared between the Ministry of Education and the Ministry of Social Welfare.

For the future, there are plans to draw up more detailed legislation on integration that takes account of the nature of a child's disability.

Administration and organisation

There is no administrative structure that deals specifically with special education. There is a system of co-ordination in the Ministry of Social Welfare concerned with social integration and certain aspects of integration in school.

Where voluntary organisations provide special education, these are supervised by the Ministry of Social Welfare. Any organisation establishing new provision must meet certain criteria and submit a yearly report to the Ministry.

Special educational provision

School

Children and young people with special educational needs are neither registered nor categorised. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools		×			×		
Special classes in regular schools							
Resource room	×		×	×	×	×	×
Support teaching in regular classes				×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The general policy in teaching pupils with special needs is to facilitate their participation in regular schools. The main forms of provision available to regular schools are additional pedagogical support and access to visiting specialists.

The only contact between special schools and regular schools is at an informal level.

Most provision is made by private agencies, with the state confining itself largely to a supervisory role.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents can participate in decisions concerning their children in special education institutions. They meet with teachers as part of the admission procedure to a special school. Parents have contact with specialist staff and can meet with them three times a semester.

Research and development

The main issue concerning the future development of special education is the absence of structures in special education.

It is believed that the experience gained in integrating pupils with physical disabilities into regular schools may be of interest to other countries.

There is interest in learning about other countries' experience with establishing institutions for special education, training specialist staff and establishing a system of special education parallel to the system of general education.

CANADA, Alberta

Special education policy

In order to meet the individual needs of exceptional students, special education programmes are provided by school authorities with the support of the Ministry of Education. This is based on a philosophy of equality, sharing, participation, and the worth and dignity of individuals. The policy is also based on the fact that school boards are ultimately responsible for making placement decisions that are in the best interests of individual pupils and of all the pupils they serve.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

Pre-school, primary and secondary education for special educational needs are covered by legislation. The main legislation is the 1988 School Act. This sets out entitlement to special education programmes, assessment procedures, resourcing, powers and responsibilities of school authorities, and parental rights.

Seven categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and learning disabilities.

Special education is the sole responsibility of the Ministry of Education.

Administration and organisation

Special education is administered by a special education branch within the Ministry of Education. The Ministry is responsible for setting policy, providing funding, and offering information and advice. In keeping with a policy of delegating responsibility, school boards are responsible for policy at local level, placement decisions and programme provision.

There is no special education co-ordinating body at national level.

No special education is provided by voluntary agencies.

Special educational provision

School

Children and young people with special educational needs are neither categorised in disability groups nor registered. There is a bi-annual survey to determine the number of

children and young people with special educational needs. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×				×		
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools	×	×	×	×	×	×	×
Resource room				×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration: 'educating students with exceptional needs in regular classrooms in neighbourhood or local schools shall be the first placement option considered by school boards, in consultation with students, parents/guardians and school staff' (Government document).

There is a wide range of support available to regular schools: classroom assistance and teachers' aids; additional in-class support and peer tutoring; additional out-of-class support – resource room; and access to a wide range of visiting specialists.

There are occasional links between special schools and regular schools. These entail visits by both staff and pupils in both directions.

There are 2,664 pupils (0.6% of the school age population) attending special schools and a further 53,383 (11.6%) pupils with special educational needs attending regular schools (1992).

Special educational facilities are provided almost entirely by municipal authorities.

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Parents have the right and responsibility to make decisions regarding the education of their children. In particular, parents of children with special educational needs have the

right to be consulted and to participate in placement decisions, have choices regarding programme options to the fullest extent possible, and receive information about provision in the case of appeals. Where appropriate, there should also be consultation with a student before being placed in a special education programme.

Teacher training

Initial teacher training for all teachers includes a component on special education. Opportunities for in-service training are widely available.

For teachers specialising in special education, there are degree courses in special education, a diploma in special education and post-graduate opportunities.

Finance

Special education is financed entirely from public sources. Funding is approximately 65% from the province and 35% from local taxation.

Expenditure on special education represents 6.6% of total expenditure on education (1992). This has grown from 4.4% in 1992 but is unlikely to grow further in the future.

Research and development

The main issues concerning the future development of special education are integration and the inclusion of children with special needs in the regular classroom, and the co-ordination of services for children offered by the Departments of Education, Health, Family and Social Services, Justice and the Community.

There is particular interest in learning about other countries' experience in respect of co-ordination of services, integration and funding formulas for special education.

CANADA, New Brunswick

Special education policy

The mission for the public school system is 'to have each student develop the attributes needed to be a life-long learner, to achieve personal fulfilment and to contribute to a productive, just and democratic society'. The primary objective is to have all students with special needs placed in regular classrooms with their peers.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

Pre-primary, primary and secondary education for special educational needs are covered by legislation. The main legislation, initially referred to as Bill 85, is contained in the 1987 Schools Act. This Act introduced three significant changes: it made school authorities responsible for providing education to all students and guaranteed the right for those with special educational needs to access all educational programmes and services; it placed an emphasis on individual programming so that school districts have to provide services to students 'based on their individual needs rather than on any category of exceptionality'; and it established placement in a regular classroom as the option of first choice for all pupils.

Categories of special educational needs are not defined.

Special education is the responsibility of the Ministry of Education but some responsibilities are shared with the Ministry of Health.

Administration and organisation

The Provincial Department of Education is responsible for developing policy and guidelines, and for providing the funding to support provision at school level. There is a branch within the Department responsible for supporting and liaising with professional educators in the school districts. Administrative decisions are taken at provincial level.

Special educational provision

School

Children and young people with special educational needs are neither categorised in disability groups nor registered. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools				×	×		
Day special schools							
Special classes in regular schools	×			×	×		
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is laid down in legislation. All pupils must start in the regular classroom and every pupil should be given every consideration to succeed there. If removal from the regular class is deemed necessary, this should be for a limited time period with a plan focussed on returning the student to the regular class. All support services should be implemented in such a way as to help the student succeed in the regular class environment.

A wide range of support is available to the regular school: classroom assistance to help the teacher in implementing programmes and in providing extra support to individual students; resource teachers to assist the regular classroom teacher in developing curriculum based programmes; and access to specialists in the areas of speech, social work, psychology, occupational therapy and public health.

There are links between special schools and regular schools. Students with hearing and visual impairments who attend residential special schools have access to resources outside their own school.

There are 35 pupils (0.04% of the school age population) attending special schools and a further 5,000 (5.4%) pupils with special educational needs attending regular schools (1992).

Special education services are provided by the state education system (75%) and other government departments (25%), with no use made of voluntary bodies.

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Parents must be consulted in the course of the assessment process through which placement in a special education programme is determined.

Teacher training

Initial training for all teachers contains some inputs on special educational needs. There are many opportunities for in-service training, for both regular and special education teachers. Teachers specialising in special education generally have qualifications to masters level in special education.

Finance

Special education is financed entirely by Government. Expenditure on special education represents 10-15% of total expenditure on education (1992); this has grown from 1% in 1982. It is considered unlikely that it will grow further in the future.

Research and development

The main issues concerning the future development of special education are early intervention, transition to post-secondary education and work, and computer-assisted learning programmes.

The most important current research project relates to the factors required for successful integration into the community.

CHILE

Special education policy

The aims of policy are to prevent disability, facilitate disabled persons' access to rehabilitation programmes, support innovation in education and encourage research.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

Pre-school, primary and secondary education for special educational needs are covered by legislation. In 1990, regulations were introduced specifying teaching programmes in the different categories of special school. At the same time technical and administrative guidelines were published concerning the integration of children with special needs into regular schools and pre-school facilities.

Seven categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; and severe difficulties in communication and relationships.

Special education is the responsibility of the Ministry of Education, though some responsibilities are shared with several other Ministries.

For the future, it is proposed to examine the situation of adults with disabilities.

Administration and organisation

Special education is administered by teams at regional and provincial levels. There is no administrative structure at national level because of decentralisation policies. There is a technical team in the Ministry of Education which co-ordinates resources to improve the education of those with special needs.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×	×	
Day special schools							
Special classes in regular schools		×	×	×	×		
Resource room						×	
Support teaching in regular classes		×	×	×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The Law for Social Integration of Disabled Persons states that all disabled persons will be integrated in the general education system, with any necessary modifications to the curriculum. The forms of support available to regular schools are classroom assistance, additional pedagogical support and access to visiting specialists. There are some links between special schools and regular schools, largely dependent on the attitudes of the particular staff involved.

There are 32,000 pupils (1.0% of the school age population) attending special schools and a further 1,000 (0.03%) pupils with special educational needs attending regular schools (1992).

All special educational facilities are provided through the state education system.

Pre-school

Pre-school provision is available for almost all children with severe learning difficulties and for at least 50% of those with sensory and physical disabilities. Identifying children who need provision does present some difficulties.

Parents

Parents have no right in law to be involved in the assessment procedures. Some technical documents recommend that they should be involved but the extent of their involvement in practice depends on the attitude of the professionals carrying out the assessment.

Teacher training

Most initial teacher training does not include an introduction to special educational needs, although there are opportunities to pursue individual interests.

Those specialising in special education must undertake a selection examination and then follow a five-year course of studies.

Finance

Special education is financed entirely by Government.

Research and development

The main issues concerning the future development of special education are the professional training of teachers and school integration. The most important current research project has to do with constructivist approaches to reading and writing.

It is believed that the experience gained in providing vocational education for those with disabilities in companies and community workshops may be of interest to other countries.

There is interest in learning about other countries' experience in taking care of adults with disabilities within a framework of normalisation and integration.

CHINA

Special education policy

By the end of the year 2000 it is intended that between 7% and 9% (depending on the area) of children and young people with special educational needs will be placed in appropriate educational settings. There is also a policy objective of encouraging teachers to take careers in special education.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. In rural areas some children with very severe disabilities are excluded from the public education system because they do not meet the requirements of an educational setting in terms of self care and so on.

There is legislation specific to special educational needs at primary and secondary education levels. A law in 1986 mandated the establishment of special schools and classes for children and adolescents who are blind, deaf mute or retarded. A further law in 1990 affirmed the right of disabled persons to education, made provision for financial assistance from the state for students who are poor and disabled, and declared that the education of disabled persons should be carried out in accordance with their physical and psychological needs.

Six categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and multiple disabilities.

The State Education Commission is responsible for education but some responsibility is shared with the Ministry of Health and the Ministry of Social Welfare.

New legislation is being planned but details are not available.

Administration and organisation

At national level special education is administered by a Division for Special Education within the State Education Commission. At provincial level it is run by the Basic Education Department within the Provincial Education Commissions. Decisions on provision are taken at provincial level.

Provision made by voluntary agencies is relatively limited. It must be licensed by the local administrative department and meet all necessary requirements. It is subject to inspection once or twice a year.

The State Council Co-ordinating Commission of Disabled Persons is responsible for co-ordinating the education, employment and rehabilitation of people with disabilities in China.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available for them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools		×	×	×	×		
Special classes in regular schools		×		×	×		
Resource room		×		×			
Support teaching in regular classes				×		×	

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The State Council declared in 1981 that 'local governments should be aware of the importance of integration and help to integrate special children into their neighbourhood school when it is possible'. The main forms of support available to regular schools are additional pedagogical out-of-class support and access to visiting specialists. Special school teachers visit regular schools to observe teaching there and see if the teaching methods can be adapted for special schools.

There are 129,000 pupils of compulsory school age enrolled in special schools (1992). This represents 0.07% of the compulsory school age population and 0.08% of the number of pupils of compulsory school age enrolled in regular schools.

Special education services are financed mainly by the state education system:

State education system	95%
Other government departments	4%
Voluntary agencies	1%

Pre-school

There is provision available for less than 10% of the population in need.

Parents

Parents escort the child to tests and checks. They are usually consulted by professionals when the child is assessed. Sometimes professionals visit the family to obtain information about a child who is being assessed.

Teacher training

Teachers in regular schools have in-service education opportunities related to teaching pupils with special educational needs. Special education teachers must have finished at least one of:

- secondary teacher school of special education
- bachelors degree in special education
- in-service short courses or seminars in special education.

Research and development

The main issues concerning the future development of special education are: achieving universal compulsory education for children with special educational needs; early intervention services; and vocational education.

Two current research projects relate to the integration of pupils with special needs into regular schools and guidelines for teaching pupils with mental retardation in special classes and regular classes.

There is interest in learning about other countries' practice in relation to: evaluation and assessment tools; the curriculum for students with varying special needs; and a curriculum for early intervention programmes.

COSTA RICA

Special education policy

The aim of policy is to provide special education services for all those with special educational needs, within the national education system, so as to develop their potential to the full and further their social and vocational integration.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system because of the severity of their disabilities or because there are no services in their community.

The basic legislative instrument is the General Law on Education which includes special education. This was adopted in 1987 and incorporated into the national policies on the prevention of disabilities. In 1992 the Ministry of Education published a document on structures and principles in special education.

Seven categories for special educational needs are defined in regulations: emotional and behavioural disturbance; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; and multiple handicaps.

Special education is the sole responsibility of the Ministry of Education.

For the future, it is planned to introduce a law about integration in the regular school system.

Administration and organisation

Special education is administered through the Department of Special Education in the Ministry of Education.

The National Council of Rehabilitation and Special Education is responsible for co-ordinating activity at national level. No provision is made by voluntary bodies.

Special educational provision

School

Children and young people with special educational needs are neither registered nor categorised. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools							
Special classes in regular schools		×	×		×		
Resource room	×					×	×
Support teaching in regular classes	×	×	×	×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is principally integration in special classes in regular schools rather than integration into regular classes. However, particular progress has been made in integrating blind and partially sighted pupils. The forms of support available to the regular school are additional pedagogical support and modification to the regular curriculum. There are some links between special schools and regular schools.

There are 3,200 pupils (0.4% of the school age population) attending special schools (1994).

All special educational facilities are provided within the state education system.

Pre-school

Pre-school services are available for at least 50% of the population in need.

Parents

Parents participate very little in assessment and decision-making, despite the importance attached to their participation in the General Policy on Special Education.

Teacher training

General teacher training has no component on special education but teachers in regular schools do have some opportunities for in-service training in special education.

One university provides distance education training for teachers specialising in special education. A large percentage of teachers in special education have graduated from this university. There are also some in-service training courses.

Finance

Special education is funded almost entirely by Government. Expenditure on special education represents 2% of total expenditure on education. It is estimated that this is likely to grow in the future.

Research and development

The main issues for the future development of special education are the development of early intervention centres, integration in the regular system, an increase in pre-vocational services and improvements in technical services such as computer technology.

The main current research project is concerned with evaluating the integration of pupils with specific learning difficulties.

It is believed that other countries may be interested in the experience gained in integrating blind pupils, developing integrated classrooms and establishing a large number of resource rooms.

There is interest in learning of other countries' experience with parent training and orientation programmes, and training teachers for integration.

CÔTE D'IVOIRE

Special education policy

There are three main objectives of policy:

- the prevention of handicap, including early detection, health education and information
- rehabilitation through education and vocational training
- full participation in social life by those with disabilities.

Legislation

There is at the moment no legislation concerning those who have special educational needs. Students with severe learning difficulties are excluded from the public education system; they are taught in medical pedagogical institutes run by the parents' association.

Categories of special educational needs are not defined.

Special education is the responsibility of the Ministry of Health and Social Welfare but some responsibilities are shared with the Ministry of Education.

For the future, it is intended to introduce legislation concerning those who have special educational needs. A commission has been established to propose such legislation.

Administration and organisation

Special education is administered by a department within the Ministry of Health and Social Welfare. Administrative decisions are taken at national level.

Where provision is made by voluntary organisations, this is supervised by the national administration.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×						
Day special schools		×					
Special classes in regular schools							
Resource room							
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. In particular, the Ministry of Education wishes to establish a programme for integrating pupils with special educational needs. The main form of assistance available to regular schools is additional pedagogical support. There are some links between special schools and regular schools.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents are involved in the management of those special education institutions in the hands of the parents' association.

Teacher training

Initial teacher training takes place in centres for pedagogical studies with practical training provided in schools.

Research and development

The main issues concerning the future development of special education are: earlier identification at all levels; integration into regular schools; and professional training for staff in regular schools.

The experience gained in integrating blind students in secondary and higher education, in developing various forms of professional training and in rehabilitating those with disabilities at the community level may be useful to other countries.

There is interest in learning about other countries' experience with educating deaf students after elementary school, vocational education of children with physical disabilities and general research findings.

CROATIA

Special education policy

The state guarantees free appropriate education to all children and young people with special educational needs.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

All levels of education for special educational needs are covered by legislation. The legislative provisions are contained in regulations that follow from the general education legislation, viz the Law on Elementary Schools 1991 and the Law on Secondary Schools 1992. These make provision for special programmes, small groups, medical services and rehabilitation in special schools and for modified class teaching and some individual support for pupils placed in regular schools.

Eight categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; and autism.

Responsibility for special education is shared between the Ministry of Education, the Ministry of Health and the Ministry of Social Welfare.

Administration and organisation

The general framework of special education is laid down at national level. This is supplemented by regulations at county level concerning admission to special education.

Various forms of humanitarian help are provided with regard to the circumstances of war.

Special educational provision

School

Children and young people with special educational needs are registered by disability groups for official purposes. The forms of provision available to them are shown in the table.

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	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools	×	×	×	×	×		
Special classes in regular schools	×	×	×	×	×	×	×
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is backed by legislation in respect of pupils with lesser handicapping conditions. A wide range of support is available to regular schools in respect of pupils with special educational needs – classroom assistance, additional pedagogical support and access to visiting specialists. There are some links between special schools and regular schools; these take the form primarily of experts from special schools visiting regular schools.

There are 3,664 pupils (0.9% of the school age population) attending special schools and a further 17,120 (4%) pupils with special educational needs attending regular schools (1992).

Sixty per cent of special education services are provided by the state education system and 40% by other government departments.

Pre-school

Pre-school provision is available for at least 50% of the population in need.

Parents

The assessment procedure for determining special educational needs is carried out with the consent of parents. However, if parents do not co-operate those carrying out the assessment determine the educational needs of the pupil. Parents can appeal against the outcome.

Teacher training

There is a four-year training course for teachers specialising in special education/defectology; this can cover special education in general or focus on particular disabilities. In-service training opportunities are available throughout teachers' careers.

Finance

Special education is financed entirely by Government. Expenditure on special education represents 5% of total expenditure on education (1992). This is unlikely to grow in the future.

Research and development

The main issues concerning the future development of special education are early intervention and work with families of children with special needs to ensure the highest degree of integration.

The most important current research projects relate to the socialisation of children with mental retardation and the prevention of behavioural problems which are becoming more frequent due to the social problems caused by the war.

It is felt that the experience gained in the socialisation of mentally retarded children and work with their families may be of interest to other countries.

There is interest in learning of other countries' experience with the earlier recognition of special educational needs, work with families during the pre-school stage and the integration of pupils with special educational needs in schools.

CYPRUS

Special education policy

The aim of policy is to encourage and support the integration of children with special needs into the ordinary education system and give them the opportunity to grow and learn together with their peers.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system, for practical rather than legislative reasons. These children are profoundly handicapped, mainly characterised by physical disabilities and mental retardation. They are looked after in residential institutions run by the Ministry of Labour, the Ministry of Social Welfare or voluntary agencies.

Legislation specific to special educational needs is concerned principally with primary education. The basic law is the Special Education Law 1979 which describes the kinds of special needs that should be met in special schools and special classes, the procedures for multiprofessional assessment and placement of these children, the roles of the psycho-pedagogical committees, the obligations of parents and the roles of governing bodies of special schools. There are regulations governing the education and rehabilitation of blind and hearing impaired children. A further law in 1993 governs the integration of hearing impaired children.

Six categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; and learning disabilities.

The Ministry of Education has the main responsibility for special education but shares some responsibilities with the Ministry of Health and the Ministry of Social Welfare. The latter ministries run residential institutions for profoundly handicapped children, and educational programmes are organised in these by teaching staff seconded from the Ministry of Education.

New legislation is under consideration by a widely representative committee appointed by the Ministry of Education. The main objective is to consider the education of children with special needs in the light of new educational and sociological principles with a view to meeting their needs in the least restrictive environment.

Administration

The provision of special education facilities is mainly the responsibility of the Director of Primary Education. Operational responsibility is delegated for the most part to the

inspector of special education . For secondary school students with special needs the responsibility lies with the Department of Secondary Education and the Department of Technical Education within the Ministry of Education. Administrative decisions are taken at national level. Where special education is provided by voluntary bodies, the Ministry of Education provides teaching staff to cover part of the needs of these institutions.

Special educational provision

School

Children and young people with special educational needs are registered in disability for official purposes. The forms of provision available for them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×		×			
Day special schools	×	×	×	×	×		
Special classes in regular schools					×		
Resource room	×				×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main form of support available to regular schools is individual support provided by additional support teachers. The support can be offered either in the classroom or in a resource room.

There are wide ranging links between special schools and regular schools. These links have been promoted recently with very good results as regards opportunities for participation in common activities by children and co-operation between teachers.

There are 317 pupils (0.4% of the compulsory school age population) enrolled in special schools and a further 1,700 (1.9%) pupils with special educational needs enrolled in regular schools (1993).

Special education services are funded for the most part by the state education system, as shown in the table.

State education system	95%
Other government departments	2%
Voluntary agencies	3%

Pre-school

Pre-school provision is available for at least 50% of the population in need.

Parents

Parents are increasingly involved in assessment procedures and in decision-making. They are consulted by the committee that decides on the placement of a child with special needs and their wishes are given serious consideration before taking a final decision. Parents also participate in planning their child's individual education programme.

Teacher training

Initial teacher training has an optional element on special needs, and teachers in regular schools can attend various in-service training courses on different aspects of special needs. Teachers specialising in special education need to travel abroad for extended training in special education but have in-service training opportunities within Cyprus.

Finance

Special education is funded mainly by Government.

Public authorities	90%
Voluntary organisations	4%
Parents	6%

Expenditure on special education represents about 3% of the total expenditure on education (1992). This is likely to increase to cover the appointment of specialists, in-service training programmes and the provision of audiovisual aids.

Research and development

The main issues concerning the future development of special education are: early intervention; integration – much development in recent years but many aspects of it need to be studied now; and vocational education.

There is interest in learning about other countries' experience with early intervention, autistic children, dyslexic children, mentally retarded children and emotionally disturbed children.

CZECH REPUBLIC

Special education policy

Children and young people with special educational needs should be educated in the regular school system. Where this is not possible, appropriate facilities should be provided in other schools or in social welfare institutions.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system because of the severity of their disabilities but details are not given.

All levels of education for special educational needs are covered by legislation. An Act of the Czech National Council in 1990 on the administration of the educational system stipulated courses of action for integrating pupils with special needs into pre-schools, elementary and secondary schools. A further decree was passed in 1993 setting out measures to reduce the negative impact of disability.

Eight categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; and multiple impairments.

Special education is the sole responsibility of the Ministry of Education.

New regulations should come into effect in 1995, paying greater attention to integrating pupils with special needs at all levels of the system and ensuring that appropriately differentiated support is given to them.

Administration and organisation

Administrative decisions are taken at national level. There is a Government Committee for the Disabled which acts as a co-ordinating body at national level.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. All forms of provision are generally available for every kind of special educational need. Home teaching can also be provided.

There is a policy of promoting integration and this is going to be implemented more thoroughly in the future. The main forms of support available to regular schools are classroom assistance, additional pedagogical support and access to visiting specialists. There are some links between special schools and regular schools.

There are 48,455 pupils (3.8% of the school age population) attending special schools and a further 9,631 (0.8%) pupils with special educational needs attending regular schools.

Most special education facilities are provided by the state education system or the municipalities; 3.4% is provided by private schools and 0.5% by the churches.

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Parents have the right to be consulted, to take part in decision-making and to appeal against decisions taken.

Teacher training

Special education is included in general teacher training. There are in-service training opportunities in special education available to teachers in regular schools. Teachers specialising in special education are trained in special pedagogy at a university.

Finance

Special education is funded entirely by Government. It is likely that the proportion of expenditure on special education will grow in the future.

Research and development

The main issues concerning the future development of special education are: integration; the development of special education centres; and educational programmes for individual pupils.

It is considered that the experience gained in developing legislation and in organising and financing special provision may be of interest to other countries.

There is interest in learning about other countries' experience with these same issues.

DENMARK

Special education policy

Decentralisation and integration are the main thrusts of provision. Children and young people with special educational needs are regarded in a non-categorical manner, with a focus on the impairment of functions rather than on categories of handicap.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. All are included in the public education system. Legislative provision for special educational needs is included in general educational legislation and covers all levels of provision.

Categories of special educational needs are not defined.

Special educational provision is the sole responsibility of the Ministry of Education.

The regulations governing the education of children aged 0 – 6 years are currently being reviewed.

Administration and organisation

The responsibility for special educational provision vested in the Ministry of Education is distributed to regional and local levels. Co-ordinating responsibility at national level is held by the Pedagogical and Psychological Counselling Office.

Special educational provision

School

Children and young people with special educational needs are not registered for official purposes. The forms of provision available to them are given in the table.

There is policy of encouraging integration, affirmed by a Parliament decision in 1969. A wide range of support is available to regular schools to assist in the education of pupils with special needs. There are some contacts between special schools and regular schools but these are not common.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×		×	×	×		
Day special schools	×	×			×		
Special classes in regular schools	×	×	×		×		
Resource room	×						
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There are 3,000 pupils (0.5% of the school age population) in special schools and a further 70,000 (11.7%) pupils with special educational needs attending regular schools (1990).

All special education facilities are provided within the state education system.

Pre-school

Pre-school services are available for most children with special educational needs.

Parents

Parents have the right to be involved in every stage of special education decision-making – identification, assessment, referral and provision – and their consent must be secured at each stage. The only exception to this is when a child's development is likely to be seriously affected.

Teacher training

There are numerous in-service training opportunities arranged by the Royal Danish Teacher Training In-stitute and the Pedagogical and Psychological Counselling Service. The Institute has a two-year post-graduate training course in special education.

Finance

Special education provision is financed entirely by Government. Expenditure on special educational provision represents about 13% of total expenditure on education (1992). This is unlikely to change.

Research and development

The main issues concerning the future development of special education are early intervention and the need to place more emphasis on the individual in the 'normal' school system. The most important current research projects relate to decentralisation, normalisation and integration.

The entire special education provision in Denmark is based on the pedagogical and psychological counselling system. The associated research and experience gained with this may be helpful to other countries.

ECUADOR

Special education policy

The aims of policy are to enable people with disabilities to develop so that they can contribute to progress in science, the arts and technology, to offer adequate training and rehabilitation opportunities to them, and to facilitate their participation in social life.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system because, notwithstanding legal requirements, regular schools do not accept pupils with special educational needs.

Pre-school, primary and secondary education for special educational needs are covered by legislation. The legislative requirements are contained in the Law of Education, which governs the special education subsystem, and a number of agreements and regulations specific to special education. Decree number 258 (1991) approved a national plan for special education. Agreement number 20 (1994) set out regulations governing the financing and management of special education.

Six categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; learning disabilities; and multiple disabilities.

Special education is the primary responsibility of the Ministry of Education, though some responsibilities are shared with a number of other ministries.

Administration and organisation

Special education is administered by a separate department within the Ministry of Education. Administrative decisions are taken at national and regional level.

Special educational provision

School

The forms of provision available to children with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools							
Special classes in regular schools		×					×
Resource room							×
Support teaching in regular classes		×			×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. Ministerial Agreements number 258 from 1991 and number 20 from 1994 set out a policy on integrating pupils with special needs into regular schools. The main forms of support available to regular schools are additional pedagogical support and access to external specialists working in centres of psycho-pedagogical orientation.

There are 4,963 pupils (0.2% of the school age population) attending special schools (1985).

Special education services are provided from a number of sources:

State education system	40%
Other government departments	10%
Voluntary agencies	50%

Pre-school

There is little or no pre-school provision for children with special educational needs.

Teacher training

In-service training is available for teachers at primary level responsible for children with special educational needs.

Finance

Special education is financed from a number of sources:

Public authorities	50%
Voluntary agencies	40%
Parents	10%

Expenditure on special education represents 0.6% of total expenditure on education. This is likely to grow in the future because of the importance given by Government to the social development of those with special educational needs.

Research and development

The main issues concerning the future development of special education are: the national programme on special education; early intervention for children at risk; integration; and teacher training.

There is interest in learning of other countries' experience with basic education, curriculum adaptation, educational integration and vocational preparation.

EGYPT

Special education policy

The objectives of the special education schools are to eliminate the effects of handicap, develop students' self-confidence, equip them with daily living skills, provide them with the necessary experience to enable them to adapt to society, and integrate them into mainstream schools and then society.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system on the grounds that they are not capable of making any progress or gaining from educational programmes.

General education legislation contains specific measures related to special education. These relate to those who are blind or partially sighted, those who are deaf or partially hearing, the mentally retarded and children (with heart diseases or cerebral palsy) in classes attached to hospitals.

Six categories of special educational needs are defined: mental retardation/severe learning difficulties; visual impairment; hearing impairment; language disorders; learning disabilities; and those requiring education in hospital classes.

Special education is the primary responsibility of the Ministry of Education but responsibility for those with severe learning difficulties is shared with the Ministry of Social Welfare and the Ministry of Health.

Future developments include more support for pre-school education and integrating hearing impaired pupils into regular schools.

Administration and organisation

Special education is administered at national level. There is a Directorate for Special Education within the Ministry of Education.

Co-ordination at national level is provided by a supervisory body of specialists drawn from the Directorate of Special Education.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×		×	×		
Day special schools		×		×	×		
Special classes in regular schools		×		×	×		
Resource room				×			
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration in that there is a tendency to integrate pupils with special educational needs into regular schools and there is no stated policy preventing the registration of such children in regular schools. A wide range of support is available to regular schools in respect of pupils with special educational needs – classroom assistance, additional pedagogical support and access to visiting specialists. There are links between special schools and regular schools, aimed in particular at helping students to adapt to society.

All special education facilities are provided by the state education system.

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

Parents are represented on school councils and share in decision-making. Psychologists consult them as necessary.

Teacher training

Teachers who have at least two years' experience can apply for a one-year course of training to obtain a diploma in special education. In-service training opportunities are available from time to time.

Finance

Special education is funded entirely by Government. Expenditure on special education represents 5% of total expenditure on education (1992). This is likely to grow in the future in order to enhance schools' capacity to deal with special educational needs and to provide services for more children.

Research and development

The main issues concerning the future development of special education are pre-school education and developing the national curriculum.

The most important current research projects relate to: pre-school education for children with special needs; developing the national curriculum; and social and psychological services for those with special educational needs.

There is interest in learning about other countries' experience with pre-school education for children with special needs.

EL SALVADOR

Special education policy

There is no specific policy on pupils with special educational needs. Provision for them is referred to in policy statements on general education.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Children are not excluded by legislation from the public education system but, in practice, some children with severe disabilities are excluded.

The Constitution gives the Government the possibility of creating special education schools. Apart from this, there is no legislation specific to special education.

Five categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; hearing impairment; and language disorder.

Special education is the primary responsibility of the Ministry of Education, though some responsibilities are shared with other ministries.

Administration and organisation

Special education is administered by a separate unit within the Ministry of Education. Administrative decisions are taken at national, regional and local levels. Co-ordination at national level is the responsibility of the Special Education Unit within the Ministry of Education.

Special educational provision

School

The forms of provision available to children and young people with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		x			x	x	x
Day special schools							
Special classes in regular schools							
Resource room		x		x	x		
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main forms of support available to regular schools are classroom assistance and additional pedagogical support. There are some links between special schools and regular schools, mainly taking the form of staff and pupils from special schools visiting regular schools.

There are 30,000 pupils (1.5% of the school age population) attending special schools (1993).

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

There has been an increase in the number of parents' associations to support the education of children with special needs.

Teacher training

Teachers specialising in special education must have been educated to secondary level and taken three to five years of specialised studies after that.

Finance

Special education is funded from a number of sources:

Public authorities	70%
Voluntary agencies	25%
Parents	5%

Expenditure on special education is likely to increase in order to provide a good standard of education for those with special educational needs.

Research and development

The main issues concerning the future development of special education are:

integration; teacher training; provision for the hearing impaired; and psychological services to deal with the effects of traumas.

The most important current research projects relate to integration, the education of the deaf and a therapeutic education project.

There is interest in learning of other countries' experience with all aspects of special educational provision.

ETHIOPIA

Special educational policy

The current policy objectives are to

- provide relevant education for disabled and gifted children and young people
- enable them to participate in the activities of society
- promote the integration of these children in formal education
- provide specialised training for professional staff and other personnel
- promote the provision of specialised facilities and equipment.

Legislation

Education is not yet compulsory. A draft educational policy to provide education for all children is being prepared, and children with special needs will have the same right to education as other children in the country.

Administration and organisation

Special education is the responsibility of the Ministry of Education. Administrative decisions are taken at national level. (This is in contrast with general education where decisions are taken at regional level.)

The special education section within the Ministry of Education is responsible for co-ordination at national level. It provides teachers for some schools run by voluntary agencies, as well as other services such as teacher training and inspection.

Special educational provision

School

The forms of provision available for children and young people with special needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools				×	×		
Day special schools					×		
Special classes in regular schools		×			×		
Resource room							
Support teaching in regular classes					×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The forms of support available to regular schools include classroom assistance and additional pedagogical in-class support. Some staff from regular schools visit special schools.

Sixty per cent of special educational facilities are provided within the state education system and 40% by voluntary agencies.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents participate in school committees in order to decide about the education of their children.

Teacher training

Teachers must have a regular primary teacher training certificate, a college diploma or degree and three years' teaching experience in a regular school before being trained in special education.

Finance

Expenditure on special education represents 0.24% of total expenditure on education (1992). It is intended that this will grow as new special education programmes are established.

Research and development

The main issues concerning the future development of special education are early intervention and vocational education. A research project on the development of special education in Ethiopia is being initiated in co-operation with the Finnish International Development Agency.

A recent research study on the attitudes of professionals to handicapped children and their integration has been completed; it is considered that this may be helpful to others who want to promote school integration. Ethiopia has benefitted greatly from UNESCO research papers and reports from other countries.

FINLAND

Special education policy

The aim of education is to promote equality between citizens and to provide all young people with the knowledge and skills they need to participate in and contribute to social life.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system but the most severely disabled pupils are educated within a system of special welfare administered by the Ministry of Social Affairs and Health.

All levels of education for special educational needs are covered by legislation. The legislative provisions are contained in the Comprehensive School Act 1983, which provides for a municipal comprehensive school system, and in additional legislation on special schools, special vocational institutions and special welfare for mentally retarded persons.

Categories of special educational needs are not defined in legislation. Special education is provided only if the pupil 'cannot cope with the instruction or has adjustment problems'. Emphasis is placed on preparing an individual curriculum plan and rehabilitation programme for each pupil.

Special education is the primary responsibility of the Ministry of Education. It shares this responsibility with the Ministry of Social Affairs and Health in respect of about 700 pupils with the most severe learning difficulties; the Ministry of Social Affairs and Health is responsible for providing their education but the Ministry of Education supervises this education.

For the future, changes are planned to legislation governing schools for pupils with hearing, vision and physical handicaps.

Administration and organisation

Legislation and overall policy are set at national level. The Ministry of Education drafts legislation and resolutions for the Government, and a central agency subordinate to it, the National Board, plans and develops curricula and teaching methods.

Municipalities must arrange comprehensive school education for all pupils of compulsory school age residing within their territories or make provision for all pupils to receive instruction corresponding to this education. Municipalities may do this in co-operation

with other municipalities or by using the state special schools. The latter are residential schools and cater for pupils with hearing, vision and physical handicaps. They also cater for children under school age and those who have completed comprehensive education.

No education is provided by voluntary organisations.

Special educational provision

School

Children and young people with special educational needs are registered but not categorised. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	x	x	x	x	x	x	x
Day special schools	x	x	x	x	x	x	x
Special classes in regular schools	x	x	x	x	x	x	x
Resource room	x	x	x	x	x	x	x
Support teaching in regular classes	x	x	x	x	x	x	x

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. According to legislation the first option is to place a child in a regular school class. A wide range of support is available to regular schools in respect of pupils with special educational needs – classroom assistance, additional pedagogical support and access to visiting specialists. The support required is written into a pupil's individual plan.

There are good links between special schools and regular schools. These activities form a natural part of the school life.

There are 14,600 pupils (2.5% of the school age population) attending special schools and a further 81,400 (13.8%) pupils with special educational needs attending regular schools (1993).

All special education facilities are provided within the state education system.

Pre-school

Pre-school provision is available for most of the population in need. Legislation specifies that a mentally handicapped child must receive instruction before the age of six.

Parents

Parents must be consulted in decisions about the education, teaching and rehabilitation of their child. They work as members of the education and rehabilitation team. Authorities cannot take decisions, for example to place a child in a school, without discussing it with parents.

Teacher training

Initial teacher training includes some elements of special education for all teachers. Those who opt to teach children with special needs follow appropriate specialisms.

Finance

Special education is funded entirely by Government.

Research and development

The main issues concerning the future development of special education are to

- advise municipalities and schools to prepare new curricula according to the new national core curriculum
- promote the development of self-esteem and creativity in pupils
- develop vocational and adult education for people with special needs.

In future, more emphasis will also be placed on the development of early intervention programmes.

The most important current research projects concern early childhood and special education, the development of individualised education plans, the environmental conditions of special education and the history of special education.

There is interest in learning about other countries' research on early intervention and individualised special education in regular classrooms.

FRANCE

Special education policy

All children have the right to education in order to develop as individuals, improve their level of education, participate in social and working life, and exercise citizenship. Regardless of social, cultural or geographical origins, all are entitled to a general cultural heritage and to a recognised qualification. For children and young people with special educational needs, there is a presumption in favour of integration.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Children with multiple handicaps are excluded from the public education system; they can attend a range of specialised establishments – socio-educational, medico-educational and hospital – where they receive education.

All levels of education for special educational needs are covered by legislation. There are numerous pieces of legislation relevant to the area. There are two education acts – from 1975 and from 1959 – plus numerous circulars and decrees regulating all aspects of special education. There are also specific texts regarding the education of deaf pupils – an act from 1991, followed by a decree in 1992 and a circular in 1993.

Four categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; and hearing impairment.

Special education is the primary responsibility of the Ministry of Education but certain responsibilities are shared with the Ministry of Health and the Ministry of Social Welfare.

For the future, all legislative texts are being revised and the steps necessary to implement them will be taken.

Administration and organisation

There are separate structures for schools run by the Ministry of Education and establishments run by the Ministry of Social Welfare and the Ministry of Health. The former are administered within the usual structures of schooling. Administrative decisions are taken at regional and local levels.

There is no educational provision made by voluntary bodies.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×	×	
Day special schools	×	×	×	×	×		
Special classes in regular schools		×	×	×	×		×
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×		×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This was laid down in the Education Act of 1975. A Ministry of Education circular in 1976 stated that a child would be enrolled in a special school only when s/he was unable to attend regular classes. Ten further circulars have been issued since that time regulating the support needed by the regular school and other aspects of managing integration.

Regular schools have access to a wide range of support: classroom assistance, additional pedagogical support and access to visiting specialists. This support is diversified in accordance with schools' needs.

There are 63,000 pupils (0.8% of the school age population) attending special schools and a further 15,400 (0.2%) pupils with special educational needs attending regular schools (1992).

Pre-school

Pre-school services are available for most of the population in need.

Parents

The role of parents is recognised in law and in practice as very important, and parental participation is considered essential to all initiatives taken.

Teacher training

Initial teacher training offers some coverage of special education, and teachers in regular schools have continuing in-service training opportunities.

Teachers specialising in special education must be trained teachers with two years' experience and take a one-year course of study leading to a specific diploma.

Finance

Special education is financed entirely by Government. Expenditure on special education represents 5.27% of total expenditure on education (1992). This figure is unlikely to grow further in the future.

Research and development

The main current research projects relate to the definition of training modules concerning autism within the European project Horizon and the transcription of graphical characters for blind people.

It is felt that experience gained in a number of areas may be of interest to other countries: the National Centre for Research and Training regarding Children with Disabilities (CNEFEI); the rehabilitation of those suffering from cranial traumas; information on children suffering from cerebral motor difficulties; and three-dimensional designs for blind people.

There is interest in learning about other countries' experience with dyslexia.

GHANA

Special education policy

Pupils with special educational needs are included within the general school system, and provision is made for them according to need.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. General education is covered by the Education Act of 1961 and special education operates on an extension of that Act to cover pupils with special needs.

Categories of special educational needs are not defined in legislation.

Special education is the primary responsibility of the Ministry of Education. The Ministry of Health is responsible for identification and referral services and the Ministry of Social Welfare for occasional training programmes.

For the future, emphasis is going to be laid on integration, communication, peripatetic support and pre-school activities.

Administration and organisation

Special education is administered as a separate division with the Ministry of Education, supported by regional co-ordinators and district officers. Administrative decisions are taken at national level.

The Special Education Division of the Ministry is responsible for providing co-ordination at national level.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes, though many of them have still to be identified. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×		×	×		
Day special schools					×		
Special classes in regular schools		×					
Resource room				×	×		
Support teaching in regular classes				×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. In particular, pupils with physical disabilities are all educated in the mainstream. A wide range of support is available to the regular school – classroom assistance at pre-school level, additional pedagogical support and periodic access to visiting specialists.

There are some links between special schools and regular schools but these are quite limited.

There are 496 pupils (0.1% of the total number of pupils enrolled in regular schools at Primary I) attending special schools and a further 45 pupils with special educational needs enrolled in regular schools (1992).

The state education system provides most special education facilities, as shown in the table:

State education system	85%
Other government departments	10%
Voluntary agencies	5%

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

There are no policies regarding parental involvement in assessment procedures or decision-making regarding children with special educational needs. In practice, parents are encouraged to send their child for assessment; the situation is explained to them and the available services outlined.

Teacher training

Special education programmes have been introduced to initial teacher training, and in-service courses are planned for teachers in regular schools.

Teachers specialising in special education are recruited through examinations and interviews, and they then receive a three-year training programme. There are in-service training opportunities available to serving specialist teachers.

Finance

Special education is funded almost entirely by Government, with 5% coming from voluntary organisations.

Research and development

The main issues concerning the future development of special education are: early intervention and home-based pre-school programming; integration including intensive in-service training; vocational education; and developing a local sign language for communication.

There is interest in learning about other countries' experience regarding the teaching of mathematics and science to the blind, the development of local assessment materials, integration, current special education issues and post-school services for students with special needs.

GREECE

Special education policy

The ultimate goal of educational provision is one school for all with different programmes according to pupils' needs and abilities. Within this framework, current policy objectives are to 'change the attitudes and thinking of teachers, parents and the whole of society' regarding children and young people with special educational needs.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. By law no children are excluded from the public education system.

All levels of education for special educational needs are covered by legislation, though the emphasis is on the primary sector. The main law concerning the organisation of special education was passed in 1981 and deals mainly with primary education. This was subsequently expanded and incorporated into legislation on the organisation of general education in 1985. There are various regulations covering such matters as the establishment of the Directorate of Special Education in the Ministry of Education, the functioning of special education units, examinations and support personnel in special education.

Seven categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and learning disabilities.

Special education is the responsibility of the Ministry of Education. In a few institutions run by the Ministry of Health and Social Affairs, special education is provided either by the Ministry of Education or under its control.

There is likely to be further legislation concerning the curriculum and social education programmes. There are also plans regarding the establishment of departments of special education at the Institute of Education and the University of Thessaloniki.

Administration and organisation

Special education is administered through the general education system. Support is provided by the Directorate of Special Education in the Ministry of Education. The Ministry also has a team of 16 school advisers in special education. Administrative decisions are taken at national level.

Co-ordination responsibility at national level is held by the Directorate of Special Education and the Pedagogical Institute within the Ministry of Education.

There are no private schools providing special education in Greece. Voluntary organisations provide some services before and after the years of compulsory schooling.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×		×	×		
Day special schools	×	×	×	×	×	×	
Special classes in regular schools							×
Resource room							
Support teaching in regular classes							×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration; this is a main target of national education policy. The main forms of support available to regular schools are individual instruction, support teaching and special classes. There are wide ranging links between special and regular schools, including both teacher and pupil exchange and common extra-curricular activities.

There are 2,000 pupils (0.2% of the school age population) attending special schools and a further 10,000 (0.9%) with special educational needs attending regular schools (1992).

Special education services are provided by the state education system for the most part (95%) with the remainder coming from other government departments.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents co-operate closely with schools and have the final say on decisions regarding attendance at a special school or programme.

Teacher training

Initial training for all teachers includes an introduction to teaching children with special needs. In-service training opportunities on special needs are available to all teachers.

There is a two-year in-service education course for special education teachers in primary schools. To enrol on this course teachers must pass a written examination and have had at least five years' teaching experience.

Finance

Special education is funded almost entirely by Government; some 2% of costs are met from voluntary contributions.

Figures are not available on the share of special education in total expenditure on education but it is expected that this share will grow as special education is extended.

Research and development

The main issue for the future development of special education is vocational education; bridging the gap between school and working life is considered to be a major priority.

There is currently a major research project on the structure of special education curricula.

There is interest in finding out about other countries' experience with special education curricula for children with different disabilities, vocational education programmes and teacher training programmes in special education.

HONDURAS

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. Some children, particularly those with severe learning difficulties, are excluded from the public education system because teachers are unwilling to have them in their classes.

Pre-school and primary education for special educational needs are covered by legislation. In 1986 there was a Resolution to establish a special education section within the Ministry of Education. This was charged with providing education for children and young children with a variety of special educational needs.

Categories of special educational needs are not defined.

Special education is the primary responsibility of the Ministry of Education but some responsibilities are shared with other ministries.

Administration and organisation

Special education is administered by a separate section within the Directorate of Primary Education in the Ministry of Education. This section is responsible for co-ordinating provision and training and for monitoring provision. Administrative decisions are taken at national and regional levels.

Special educational provision

School

Children and young people with special educational needs are neither registered nor categorised. The forms of provision available to them are shown in the table (see page 120).

There is a policy of encouraging integration. This was laid down in 1991. The main forms of support available to regular schools are additional pedagogical support and access to visiting specialists. There are some links between special schools and regular schools. These include sharing workshops for information and training.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×	×	×
Day special schools		×	×		×	×	
Special classes in regular schools	×	×	×	×	×	×	×
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×		×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There are 1,100 pupils (0.09% of the school age population) attending special schools and a further 7,915 (0.7%) pupils with special educational needs attending regular schools (1993).

Special education services are provided from a number of sources:

Public education system	40%
Other government agencies	20%
Voluntary agencies	40%

Pre-school

Pre-school provision is available for approximately half of the population in need.

Parents

There is a federation of parents which is active at national level and has links with similar federations in other Central American countries.

Teacher training

Initial teacher training at both primary and secondary levels includes some courses on special educational needs.

Teachers specialising in special education take a range of courses at university level covering different kinds of disabilities, administration in education, psychology and didactics for special education.

Finance

Special education is financed from a number of sources:

Public authorities	40%
Voluntary agencies	25%
Parents	35%

Expenditure on special education represents 0.04% of total expenditure on education. This may increase but only by a small amount.

Research and development

The main issues concerning the future development of special education are: expanding the current programme; pre-school integration; primary integration; and teacher training.

The most important current research projects relate to the creative arts and physical education for the integration of children with special educational needs.

It is believed that the experience gained with integration may be of interest to other countries.

There is interest in learning of other countries' experience with pre-school education, the teaching of reading and writing at primary level, secondary education, individualised programming and different kinds of disabilities.

ICELAND

Special education policy

Every child should receive an appropriate education in the regular school nearest to its home but placement in a special school should be available if the regular school is not providing a suitable education.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

All levels of education for special educational needs are covered by legislation. The legislative provisions applying to the education of children and young people with special educational needs are incorporated within general legislation. The relevant acts date from 1988 for secondary education and 1991 for pre-school and for compulsory education. The law on pre-school education states that every child is entitled to special educational help in pre-school should the need arise.

Categories of special educational needs are not defined in legislation.

Special education is the sole responsibility of the Ministry of Education.

New legislation is being prepared on pre-school, compulsory schooling and secondary schooling but it is not envisaged that there will be any changes of direction so far as children and young people with special educational needs are concerned.

Administration and organisation

The Ministry of Culture and Education has the main responsibility for special education but it devolves administrative powers to district education offices. These are responsible for allocating weekly teaching hours. Schools put forward their special education plans and negotiate with the district education office how many teaching hours they should be allocated. There is no provision made by voluntary bodies.

Special educational provision

School

Children and young people with special educational needs are registered but not categorised. The forms of provision available for them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools							
Day special schools	×	×					
Special classes in regular schools	×	×	×	×			
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is enshrined in legislation, and in 1992 a regulation stated that school development should facilitate the transfer of children with special needs from special schools to regular schools.

Regular schools have a wide range of support available to them in respect of pupils with special educational needs: classroom assistance, additional pedagogical support, access to visiting specialists and sign language interpreters. Pedagogical support is usually given by a teacher or a special teacher and classroom assistance by a non-teaching aid.

There are numerous links between special schools and regular schools, principally special school staff visiting regular schools and regular school staff visiting special schools, but there also some pupil contacts.

There are 211 pupils (0.5% of the school age population) attending special schools and a further 6,600 pupils (16%) with special educational needs attending regular schools (1993).

Pre-school

Pre-school provision is available for most of the population in need. Children with special needs have priority access to pre-schools, and all children with special needs from the age of three attend pre-school if their parents wish.

Parents

Parents are involved in decisions about their child's schooling and in making individual educational plans for them. In practice parents usually accept the advice given by specialists but there is a procedure to follow when they are not satisfied with the school offered.

Teacher training

General teacher training for both primary and secondary schools includes an introduction to special educational needs. In-service training is available to teachers in regular schools from time to time.

Teachers should have their teacher's certificate and have taught for at least three years in a regular school before beginning to train as teachers in special education. This training is a two-year graduate course. There are some in-service training opportunities also.

Finance

Special education is funded entirely by Government. At compulsory school level teaching hours are negotiated by the school and the district. At secondary school level schools apply to the Ministry of Culture and Education for extra resources.

Research and development

The main issue concerning the future development of special education is 'to be able to meet the educational needs of individual students in such a way that he/she will be able to live, study and work independently and get the necessary assistance to do so'.

Current research projects are focussed on the provision of special education in regular schools. The findings from these may be of interest to other countries.

There is interest in learning about other countries' experience in relation to: in-service training for teachers of pupils with special needs; coping with pupils who have social and emotional problems in regular schools; collaborative working between teachers who have pupils with different educational needs; and strategies for instructing teachers on writing individual educational plans.

INDONESIA

Special education policy

The aim of special education is to develop the attitudes, knowledge and skills of those with disabilities and prepare them for adult life.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. No exclusions from the public education system are specified but the relatively small proportion of children attending special schools would suggest that not all children with special educational needs attend school.

All levels of education for special educational needs are covered by legislation. The main legislative provisions are contained in a 1991 regulation and a 1992 decision of the Minister of Education and Culture.

Seven categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and multiply handicapped.

Responsibility for special education is shared by the Ministry of Education with the Ministry of Social Welfare.

Administration and organisation

Administrative decisions on special education are taken at national level. Special education is organised as a subdirectorate within the Directorate of Primary Education.

When voluntary organisations provide special education, they have to conform to administrative requirements at national, regional and district levels.

The Indonesian National Committee for Social Welfare acts as a co-ordinating body for special education at national level.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools							
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools				×			
Resource room							
Support teaching in regular classes				×			

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main form of support available to regular schools in respect of pupils with special educational needs is classroom assistance. There are limited links between special schools and regular schools.

There are 30,700 pupils (0.1% of the school age population) attending special schools. There are only a few pupils with special educational needs attending regular schools (1992).

Special education facilities are provided from a number of sources, as shown in the table:

State education system	40%
Other government departments	10%
Voluntary agencies/non-government organisations	50%

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Finance

Special education is funded from a number of sources, as shown in the table:

Public authorities	50%
Voluntary organisations and other associations	40%
Parents	10%

Research and development

The main issues concerning the future development of special education are integration and vocational education. The most important current research project relates to integration.

IRELAND

Special education policy

The overall policy objective is that children and young people with special educational needs should receive an education appropriate to their needs. It is current policy to have children with special educational needs enrolled in regular schools as far as possible.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs, with the exception of the School Attendance Act which does not apply to children deemed unable to start school 'due to illness, injury or physical or mental disability'.

Children with severe and profound mental handicap are excluded from the public education system. It is estimated that there are 2000 such children (about 0.3% of the school age population). There is a pilot scheme being run at present to provide an education service to some of these children, and arrangements are in hand to extend this service.

At present the only formal legislation covering education is the School Attendance Act 1926. There is likely to be an education act in the near future which will apply to education generally, including special education.

Categories of special educational needs are not defined in legislation.

The Ministry of Education has principal responsibility for special education. The Ministry of Health is responsible for psychological and other assessments and for providing speech therapy services.

Administration and organisation

A special education section within the Ministry of Education is responsible for special schools. Administrative arrangements for special schools are otherwise similar to those for regular schools. Special educational provision in regular schools is run by the schools themselves; for administrative matters they deal directly with the Ministry of Education.

Some special schools are provided under the aegis of voluntary bodies. These are monitored by inspectors from the Ministry of Education.

There is no special education co-ordinating body at national level but it is proposed that one be established.

Special educational provision

School

The forms of provision available to children and young people with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools	×	×	×	×			×
Special classes in regular schools		×			×	×	
Resource room	×						×
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main forms of support available to regular schools are: remedial teachers who provide support teaching, normally on a withdrawal basis, for pupils who have difficulties with basic literacy or numeracy skills; visiting teachers who provide an advisory service and some teaching for pupils with hearing and visual impairments (being extended to include pupils with Down's Syndrome); and resource teachers who provide support teaching for pupils with disabilities in a cluster of neighbourhood schools.

There are few links between special schools and regular schools.

There are 9,000 pupils (1.5% of the school age population) attending special schools and a further 10,000 (1.7%) pupils with special educational needs attending regular schools (1991).

Most special education facilities are provided by the state education system.

Pre-school

Pre-school services are available for at least 50% of the population in need. It should be noted that children may be enrolled in both special schools and regular schools from the age of four.

Parents

Children who are thought to have special educational needs can be assessed only if their parents agree. It is standard practice for the psychologist carrying out an assessment to consult with the child's parents. Likewise, a child can be enrolled in a special school or special class only if the parents agree.

Teacher training

Initial teacher training for both elementary and secondary teachers includes an introduction to teaching children with special needs. In addition, there is an elective module on special educational needs available to elementary teacher trainees; this is taken by about 15% of students. There are short in-service courses available for teachers in regular schools.

Teachers in special education have access to a range of in-service training and most teachers have availed themselves of some such training. There is a one-year diploma course in special education open to teachers in special schools and special classes, and there is a one-year course for teachers of the deaf.

Finance

Special education is funded almost entirely (98%) by Government with the balance coming from voluntary organisations and parents. Expenditure on special education represents 10% of total expenditure on education (1992). This proportion is likely to increase further with the appointment of increasing numbers of remedial teachers and resource teachers, the development of provision for children with severe and profound mental handicaps, an increase in the number of classroom assistants in special schools and the provision of escorts on school buses serving special schools.

Research and development

The main issues concerning the future development of special education are: integration at the level of support services required to provide adequate assistance to regular schools; provision at second level schools for students with special educational needs; and provision for children with severe and profound mental handicaps.

The major current research project is a longitudinal study over 15 years of the educational development of students who participated in a pre-school programme in a disadvantaged area. Findings from this may be relevant in other countries.

There is particular interest in finding out about other countries' experience with educational provision for children with autism and for children with low incidence disabilities, especially where this coincides with low population density.

ISRAEL

Special education policy

The aims of special education are the rehabilitation of the child with special needs and his/her preparation for normal social and vocational life to the best of the child's ability. Special education also serves as a preventive measure which intervenes in the treatment of the child when the first signs of adaptation difficulties appear.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

All levels of education for special educational needs are governed by legislation. The main legislative provisions specific to children with special educational needs are contained in the Special Education Law 1988. This lays down referral and assessment procedures, stipulates that special education services should be provided in the age range 3-21 and expresses a preference for integration.

Nine categories of special education needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; chronic illness; and multiple and severe handicaps. These are defined in a very general manner in the legislation, and it is planned to provide more specific definitions in the near future.

The Ministry of Education has primary responsibility for special education but certain responsibilities are shared with the Ministry of Health and the Ministry of Labour and Social Welfare. The Ministry of Education is responsible for all educational services, whether in special or regular settings, to all groups accorded special education by law. The Ministry of Health is responsible for screening infants at risk, children with special medical needs in addition to their special educational needs such as cerebral palsy, and those with severe emotional difficulties. The Ministry of Labour and Social Welfare is responsible for providing services to persons with mental retardation.

Administration and organisation

Administrative decisions regarding special education are taken at national, regional and local levels. Special education is organised within the Special Education Department in the Ministry of Education. This Department acts as the main co-ordinating body for special education at national level.

There are voluntary organisations representing the various disability categories which provide the child and family with assistance, including diagnosis and training services. These are overseen by the Department for Special Education in the Ministry of Education.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools	×	×	×	×	×		×
Special classes in regular schools	×	×	×	×	×	×	×
Resource room	×					×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is backed by legislation. The main form of support available to regular schools is access to visiting specialists: school psychologists and counsellors are assigned to regular schools. There is a limited amount of additional pedagogical support, provided when a class is defined as an integration class containing pupils with special needs.

There are a good many links between special schools and regular schools. These depend on local initiatives.

There are 17,888 pupils (2.3% of the school age population) attending special schools and a further 21,578 (2.7%) pupils with special educational needs attending regular schools (1993).

Pre-school

Provision is available for most of the population in need.

Parents

Parents are involved in the process of decision-making in educational planning. They are invited to participate in the assessment of the 'placement board' that decides on the future school or class in which their child will be enrolled. Parents may appeal against decisions.

Teacher training

Teachers who specialise in special education are trained alongside other teachers. There are regular opportunities for in-service training.

Finance

Special education is financed almost entirely by Government. Expenditure on special education represents 3.5% of total expenditure on education (1992). This represents an increase from 2.3% in 1982. It is expected that this share will grow further with increasing immigration and the growing number of children likely to need special attention. Moreover, the care of premature babies has improved greatly.

Research and development

The main issues concerning the future development of special education are the full implementation of the legislative requirement that educational services be provided to all children and young people from ages three to twenty-one, and the need to make better progress with integration and the task of preparing teachers of regular classes.

The most important current research projects are

- The influence of teachers' characteristics on the integration of children with special needs and on student behaviour and achievement
- Characteristics of self and social adjustments of students in resource rooms
- A structure of a feedback system on the integration of children with learning disabilities in regular schools.

It is believed that findings from these research studies may be of interest in other countries. Also, work on the education and rehabilitation of people with Down's Syndrome has achieved outstanding results.

There is interest in learning of other countries' experience with early intervention of pre-school children, the effects of mainstreaming children with mental retardation from third grade on, the integration of children with autism and programmes for changing the attitudes of regular teachers toward integration.

ITALY

Special education policy

Special education is based on a policy of integration at school and in society. The main aims are to guarantee the training, education and instruction of young people with handicaps and place them in a normal environment.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Parental choice is the only reason children are excluded from the public education system.

All levels of education for special needs are covered by legislation. A variety of legal measures relating to special education, and in particular integration, have been passed since the early seventies. Act 108/1971 stipulated that all the necessary measures had to be taken to enable handicapped pupils to attend regular schools. In 1975 a ministerial circular (227/1975) and associated measures advanced integration very considerably; these imposed a thorough registration of all handicapped pupils, set low limits on class sizes when handicapped pupils were present and laid down support entitlements for regular schools. Act 517/1977 formalised the integration of handicapped pupils and gave entitlement to the necessary educational and medical support. There have been numerous laws and ministerial circulars in the intervening years designed to ensure the implementation of integrated education.

Ten categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; learning disabilities; difficulties in relationships; social disadvantage; social marginalisation; and severe and multiple handicap.

The Ministry of Education (Public Instruction) is responsible for special education but shares some responsibilities with the Ministry of Health and the Ministry of the Interior.

Special educational provision

School

Children and young people with special educational needs are neither categorised nor registered; they are deemed to be integrated in the regular school population. The forms of provision available to them are shown in the table.

As stated above, there is a policy of encouraging integration; this has been the mainstay of legislation and educational reform over the past twenty years. A wide range of support is available to pupils with special educational needs in regular schools – classroom assistance, additional pedagogical support and access to visiting specialists. Additional

	*i	ii	iii	iv	v	vi	vii
Boarding special schools							
Day special schools							
Special classes in regular schools							
Resource room							
Support teaching in regular classes		×	×	×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

staff are provided when necessary and class sizes are kept at a low level. The amount of support is determined by the nature and severity of the handicapping condition. There are no links between special schools and regular schools. Special education facilities are provided by the state education system (80%) and by voluntary agencies (20%)

Pre-school

Pre-school services are available for most of the population in need.

Parents

Parents have the right to be consulted on the educational provision made for their child. If parents do not wish their child to be certified as needing additional support, the school does not receive extra facilities for that child.

Teacher training

Teachers who specialise in special education have to attend an in-service training course lasting two years. They can acquire a general diploma in respect of teaching pupils with special educational needs.

Finance

Special education is financed entirely by Government.

Research and development

The most important issues for the future development of special education are: timely diagnosis and rehabilitation; parental training in family awareness; family psycho-therapy; developments in prostheses and educational technologies; increasing the number of specialist staff; training of assistants; and better training for teachers in regular schools.

JAMAICA

Special educational policy

Policy objectives for special education are set out in a Government five-year plan for education covering 1990 - 95. These are:

- To extend access to primary and secondary education for children with disabilities – at least 5% of capacity in all schools should be reserved for them
- To improve the quality of special education, by reforming teacher training in special education and providing support for teachers
- To foster the development of the intellectually gifted.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system: the necessary resources are not easily obtained to facilitate children with severe mental retardation and severe physical disabilities. Other reasons are distance from special education facilities, transport difficulties, lack of financial resources and lack of specialist support services.

The Education Act 1980, revised in 1993, makes provision for setting up special schools for the handicapped.

Categories of special educational needs are not defined by law but are referred to for purposes of assessment and placement.

Responsibility for special education is shared by the Ministry of Education with the Ministry of Social Welfare and voluntary organisations.

Legislation is being considered that would ensure that

(i) all children who can benefit from the education system without undue modification should be enrolled in the general education system,

(ii) there should be one special education teacher for every 480 students in a regular school,

(iii) all teacher education colleges should include special education courses in their curricula.

Administration and organisation

There is a special education unit within the Ministry of Education. This is responsible for national policy and for setting guidelines for the running of special schools. Many of the special schools are run by voluntary bodies, with decisions taken at local level.

Special educational provision

School

The forms of provision available for children and young people with special education needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×		×	×		
Day special schools		×	×	×	×	×	×
Special classes in regular schools		×					
Resource room		×					×
Support teaching in regular classes			×	×	×		×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration but this is still relatively limited. The main form of support available to regular schools is additional pedagogical support. There are no links between regular schools and special schools.

There are 5,500 pupils (1.7% of the school age population) attending special schools and a further 1,000 (0.3%) pupils with special educational needs attending regular schools (1993).

Responsibility for the provision of special education services is distributed as follows:

State education system	25%
Other government departments	5%
Voluntary agencies	70%

Pre-school

Pre-school provision is available for less than 10% of children with special educational needs.

Parents

Parents have no legal rights to consultation, participation in decision-making or appealing against decisions. However, they are routinely involved, supplying information for assessment, attending case conferences and making suggestions for placements.

Teacher training

Teachers in regular schools have some in-service training opportunities provided by the Ministry of Education, voluntary organisations and other sources. Teachers specialising in special education can follow a three-year training leading to a diploma in special education. There are also various in-service opportunities for them.

Finance

Special education is funded from multiple sources, as shown in the table:

Public authorities	60%
Voluntary organisations	25%
Parents	5%
Overseas organisations	10%

The proportion of total expenditure on education devoted to special education is likely to increase with a heightened awareness of special educational needs, more trained personnel and greater commitment to providing special education services.

Research and development

The main issues concerning the future development of special education are integration and early intervention. Current research projects are concerned with the identification of the disabled population and rehabilitation needs.

Research in Jamaica on practical approaches to childhood disability in developing countries is considered likely to be useful to other countries.

There is interest in learning about practical approaches to integration in other countries.

JORDAN

Special education policy

The aim of policy is to provide education to those with disabilities for the purpose of 'fulfilling their needs, developing their capabilities and helping them integrate into society'.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities.

All levels of education for special educational needs are covered by legislation. The main legislative instrument is the Act for the Handicapped no.12 passed in 1993 which gave new responsibilities to the Ministry of Education. Traditionally, the Ministry of Social Development was responsible for special education. The 1993 legislation made provision for assessment arrangements, educational programmes and the licensing of educational institutions.

Four categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; and hearing impairment.

Responsibility for special education is now shared between the Ministry of Education and the Ministry of Social Development. The Ministry of Education is responsible for providing all kinds of primary and secondary education to those with special educational needs, whereas the Ministry of Social Development is responsible for care, training and rehabilitation services for those with severe learning difficulties.

Administration and organisation

Special education is organised within the Ministry of Education and the Ministry of Social Development with each one running a directorate of special education for its respective responsibilities. Administrative decisions are taken at local level within the education system but at national level within the Ministry of Social Development since the special schools and centres it is responsible for are administered centrally.

Co-ordination at national level is the responsibility of the National Council for Handicapped. This is responsible for co-ordination with the Ministry of Education, the Ministry of Social Development, the Ministry of Health and other ministries concerned as well as voluntary institutions.

Special educational provision

School

Children and young people with special educational needs are categorised in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools		×	×	×	×		
Special classes in regular schools		×	×	×	×		
Resource room		×					
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration, and there are some efforts to integrate pupils with visual, hearing and physical impairments into compulsory education. The main form of support available to regular schools is access to visiting specialists. There are some links between special schools and regular schools, involving both staff and pupils from both regular and special schools.

Special education services are not provided by the state education system; they are provided rather by the Ministry of Social Development (50%) and voluntary agencies (50%).

Pre-school

Pre-school services are available for less than 10% of the population in need.

Teacher training

There has been very little input on special educational needs in general teacher training. The Ministry of Education is beginning to provide in-service training for serving teachers.

A diploma in special education is required for teachers specialising in special education. There are also various in-service training opportunities for these teachers, covering areas

such as behaviour modification, sports for the handicapped, assessment and mobility techniques.

Finance

Special education is funded from a number of sources, as shown in the table:

Public authorities	80%
Voluntary organisations	15%
Parents	2%
Other	3%

Research and development

The main issues concerning the future development of special education are: vocational education; early intervention; and demographic studies to determine the incidence of pupils with mild and moderate learning difficulties.

The most important research projects are on attitudes toward people with disabilities, the categories of special education, curriculum and materials development, and the construction of diagnostic criteria.

It is felt that the experience gained in the care and rehabilitation of people with severe and multiple disabilities may be of interest to other countries.

There is interest in learning of other countries' experience with early intervention, vocational evaluation and programmes for those with cerebral palsy.

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KENYA

Special education policy

The aims of policy are to

- define skills and attitudes aimed at habilitation, rehabilitation and adjustment to the environment
- provide early intervention
- promote awareness of the needs of the disabled
- promote integration
- promote the provision and use of specialised facilities
- promote measures for preventing impairment.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Children are not excluded from the public education system because of the severity of their disabilities but many do not receive the education they require because of the lack of educational facilities and because families tend to give priority to their other children in pursuing educational opportunities.

All levels of education for special educational needs are covered by legislation but details are not available. Categories of special educational needs are not defined in legislation.

Special education is the primary responsibility of the Ministry of Education but some responsibility is shared with the Ministry of Health.

The Education Act is under review and particular attention is being paid to special education. A task force has also been constituted by the Attorney General to examine the situation of those with special needs and propose laws which would further their interests.

Administration and organisation

Special education is administered as a separate section within the Ministry of Education. There is a section of the Inspectorate responsible for special education.

Special educational provision

School

The forms of provision available to children and young people with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×				
Day special schools	×	×					
Special classes in regular schools		×					
Resource room				×	×		
Support teaching in regular classes				×	×		×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is a formal objective of policy and pupils with milder special needs are educated in their nearest primary school. The main forms of support available to regular schools are additional pedagogical support and access to visiting specialists. There are resource centres where teaching materials and equipment are produced, collected and stored. Co-ordinators distribute these materials and provide training for class teachers.

There are only limited links between regular schools and special schools.

There are 6,690 pupils (0.1% of the school age population) attending special schools and a further 11,000 (0.2%) pupils with special educational needs attending regular schools.

Most special education facilities are provided by the state education system but some assistance comes from voluntary agencies.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Children are assessed initially by the assessment and guidance service; the outcome is then referred to medical doctors for confirmation. When the assessment has been completed, it is for parents to decide whether they wish their child to attend a residential school or be integrated into a regular school. Choices are in fact limited because demand is higher than existing facilities can meet. Parents are consulted whenever possible but most are anxious to have their child placed as quickly as possible, preferably in a residential school.

Teacher training

There is no input on special educational needs in general teacher training at the moment, but a distance education programme is being piloted which will introduce teachers to the basics of special education.

For teachers wishing to specialise in special education there is a two-year diploma course open to teachers who are trained and have a minimum of three years' teaching experience. There is also the possibility of a three-month course for teachers who have not been trained but are teaching in a special school or unit.

Finance

Special education is funded almost entirely by Government but with some support from voluntary organisations. The proportion of education expenditure given over to special education is likely to increase because of the greater awareness of special educational needs and the Government's interest. There are also many projects sponsored by donor agencies which will need to be maintained when the agencies cease funding.

Research and development

The main issues concerning the future development of special education are: funds for the purchase of equipment; increasing the number of trained staff; diversifying the courses offered in vocational institutions; and the need to review the present curriculum and develop it in favour of groups not currently being served.

There is interest in learning about other countries' experience in respect of incidence data, integration, the education of highly able students, and the education of those with cerebral palsy and learning disabilities.

LESOTHO

Special education policy

Policy is directed at three targets: the integration of pupils with special educational needs into regular schools at all levels; the development of teacher training; and the inclusion of special education in regular teacher training.

Legislation

Education is not compulsory and there is as yet no legislation governing education. Draft legislation is being prepared but due to the change of Government it is unlikely to be ready for some time yet.

Special education is the sole responsibility of the Ministry of Education.

Administration and organisation

Special education is administered through the Special Education Unit located within the Central Inspectorate. This Section is responsible for monitoring and evaluating services provided by voluntary agencies. Administrative decisions are taken at national level.

Special educational provision

School

Children and young people with special educational needs are neither registered nor categorised. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×		×	×		
Day special schools							
Special classes in regular schools							
Resource room				×			
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main form of support available to regular schools is the provision of in-service training in special education for regular school teachers. There are only limited links between special schools and regular schools as there are only a handful of special schools.

Almost all special education facilities are provided by the churches/voluntary agencies.

Parents

Parents are involved when important decisions are made concerning their children. Their involvement otherwise is limited because of the newness of the programmes.

Teacher training

An in-service teacher training package is being piloted currently.

Finance

Special education is financed jointly by Government (20%) and voluntary organisations (80%).

MALAWI

Special education policy

The policy objectives of general education also apply to children and young people with special educational needs.

Legislation

There is no legislation specific to those with special educational needs. General education legislation is followed so far as it is feasible.

Categories of special educational needs are not defined.

Responsibility for special education is shared by the Ministry of Education with the Ministry of Health and the Ministry of Social Welfare.

Legislation is under consideration which would define special educational needs and set out how they can be incorporated within mainstream education policy.

Administration and organisation

Special education is administered by the Ministry of Education. Administrative decisions are taken at national level. There is provision for setting up a special education advisory council.

Special educational provision

School

Children and young people with special educational needs are registered by disability groups. The forms of provision available for them are given in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools				×	×		
Day special schools							
Special classes in regular schools							
Resource room				×			
Support teaching in regular classes				×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The forms of support available to regular schools include pedagogical support and access to visiting specialists. There are some links between regular schools and special schools.

There are 800 pupils (0.3% of the school age population) attending special schools (1993).

About two thirds of special education facilities are provided by the state education system and the remainder by voluntary agencies.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Finance

Special education is funded jointly by government (25%) and voluntary organisations (75%). It is planned that the share of total expenditure on education devoted to special education will increase.

Research and development

The main issue concerning the future development of special education is integration, and in particular taking steps to ensure that children with special needs are not socially segregated in regular schools. The main research projects in special education are related to low vision and integration for students with hearing and vision impairments.

There is interest in learning about other countries' experience in relation to early intervention and vocational education.

MALI

Special education policy

The objective of policy is to provide education for pupils with special needs either in special schools and units or in regular schools supported by visiting teachers and/or classroom assistants.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. In fact, there is no particular legislation on special education. In a few cases children with very severe disabilities do not participate in the public education system. It also happens that some children are excluded from education because of the lack of necessary materials; this applies particularly to those with physical disabilities.

While there is no legislation specific to special education, attention can be drawn to a number of enactments. There is a law of 1993 which created the National Directorate for Pre-school and Special Education. Further decrees in 1993 laid down structures and working patterns for this Directorate. There are also various regulations concerning the voluntary associations that provide for those with disabilities.

Categories of special educational needs are not defined in the legislation but four categories are recognised in practice: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; and hearing impairment.

The Ministry of Education is responsible for special education but certain responsibilities are shared with the Ministry of Health and the Ministry of Social Welfare.

For the future, it is intended to establish an inter-ministerial committee which will be charged with developing legislation relating to special education.

Administration and organisation

Special education is administered by the National Directorate for Pre-school and Special Education. In practice, special education is provided by voluntary agencies. These agencies receive Government support in terms of personnel but very little financial support. They are supervised by Ministry of Education officials so far as education is concerned and Ministry of Health officials as far as health matters are concerned.

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Special educational provision

School

Children and young people with special educational needs are neither registered nor characterised. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools				×			
Day special schools		×	×	×	×		
Special classes in regular schools							
Resource room							
Support teaching in regular classes				×			

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This applies particularly to children with visual impairments and physical disabilities. The main forms of support available to regular schools are additional pedagogical support and assess to visiting specialists. There are some links between special schools and regular schools.

All special education services are provided by voluntary organisations, though these receive staff from the state.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents are consulted when there is an important decision to be made regarding difficulties with their child or enrolment in a special school. They can also be involved in the assessment procedure when their child is being considered for special education.

Teacher training

Training for special education is organised in a practical way around specific techniques such as Braille, sign language and massage. In a few cases individuals are sent abroad to receive training.

Research and development

The main issues concerning the future development of special education are pre-school provision, integration and teacher training.

It is believed that the experience gained with integrating blind adolescents in secondary schools and higher education may be of interest to other countries. There is interest in learning about other countries' experience of teacher training.

MALTA

Special education policy

The objective of policy is to provide education for pupils with special needs either in special schools and units or in regular schools supported by visiting teachers and/or classroom assistants.

Legislation

The regulations covering special education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities. The Education Act of 1988 lays a duty on the state to provide special schools for children having special educational needs.

Categories of special educational needs are not defined in the legislation.

Special education is the sole responsibility of the Ministry of Education.

There are no plans for new legislation.

Administration and organisation

Special education is administered by a special education unit within the primary department of the Ministry of Education. This is responsible for special schools, support services to regular schools and a counselling service for pupils with special educational needs. No special education services are provided by voluntary bodies.

Special education provision

School

Children and young people with special educational needs are registered by disability groups for official purposes. The forms of provision available to them are shown in the table.

There is a policy of encouraging integration. Children should be removed from regular schools only when the nature and severity of their disabilities are such that education in regular classes cannot be achieved satisfactorily. A wide range of support is available to regular schools – classroom assistance, additional pedagogical support and access to visiting specialists. There are also many links between special schools and regular schools.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools							
Day special schools	×	×	×	×	×		×
Special classes in regular schools		×					×
Resource room							
Support teaching in regular classes		×	×	×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There are 430 pupils (1.2% of the school age population) attending special schools and a further 383 (1.0%) with special educational needs attending regular schools (1993).

All special education facilities are provided by the state education system.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents have the right to choose the type of education given to their children. They are consulted and participate in any decisions taken.

Teacher training

Teachers in regular schools attend in-service training courses from time to time. Teachers in special education can take a diploma in special needs at the University of Malta.

Finance

Special education is funded entirely by Government. The share of the total expenditure on education devoted to special education is likely to increase in the future.

Research and development

The main issues for the future development of special education are integration and early intervention.

The most important research project is an action research project encompassing all pupils with special needs, both those in special schools and in regular schools.

MEXICO

Special education policy

Special education is seen as a complementary service to basic education. Social equity requires that special steps be taken for children and young people who differ from the norm. The aim is to take these steps in regular schools and classrooms.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system because of the severity of their disabilities, but in practice many are excluded because of insufficient services.

All levels of education for special educational needs are covered by legislation. This legislation is contained in the Constitution and in the General Law of Education, since there is no separate legislation on special education.

Categories of special educational needs are not defined. The legislation specifies that pupils with 'transitory or definite disabilities' as well as gifted pupils have the right to special education.

Special education is the sole responsibility of the Ministry of Education.

Administration and organisation

Special education is organised by the Directorate of Special Education which belongs to the Basic Education Secretariat within the Ministry of Education. Administrative decisions are taken at national, regional and local levels.

There are 43 private special schools in the country; these must be certified by the Minister of Education and are supervised by the Ministry.

It is proposed to establish an Institute of Special Education which would be responsible for co-ordinating provision at national level. This would be a point of reference for liaison between Government, non-governmental organisations, research institutions and inter-national bodies.

Special educational provision

School

The forms of provision available for pupils with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools							
Special classes in regular schools							×
Resource room						×	×
Support teaching in regular classes							×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is affirmed in the General Law of Education (1993) and is incorporated into several policy documents. The main forms of support available to regular schools are classroom assistance, additional pedagogical support and access to visiting specialists. There are links between special schools and regular schools in some regions of the country; teachers from regular schools visit special schools to obtain information on the progress of their pupils.

There are 14,500 pupils (0.7% of the school age population) in special schools and a further 6,900 (0.3%) pupils with special educational needs in regular schools (1993).

Most special education facilities are provided by the public education system, with just under 2% coming from voluntary bodies.

Pre-school

Pre-school services are available for less than 10% of the population in need.

Parents

Parents' rights and duties are laid down in the General Law of Education. These concern participation in school councils where parents can take initiatives and give opinions on pedagogy. It is also recognised that parents can benefit from instruction being given directly to them, and steps are being taken to create a system to enable this to happen.

Teacher training

Teachers in regular schools have access to a range of in-service training courses on special educational needs. Teachers specialising in special education can take a

diploma in special education. There are numerous in-service training opportunities open to them.

Finance

Special education is funded primarily by public authorities:

Public authorities	84%
Voluntary bodies	1%
Parents	15%

Expenditure on special education represents about 1% of total expenditure on education (1992). This proportion is likely to increase as there is a growing commitment to responding to special educational needs.

Research and development

The main issues concerning the future development of special education are: promoting integration in the school system; reforming special education services in order to favour integration; changing parents' attitudes and involving them in educational decisions; promoting curriculum and pedagogical developments; and developing training for teachers in both special and regular schools at all levels.

The most important areas of research relate to the process of integration for pupils with special needs and the evaluation of educational services. Specific projects relate to

- teaching science to blind students
- literacy for blind students
- acquisition of literacy by pupils with severe learning difficulties
- the quality of school texts
- teaching hearing impaired students
- evaluation of services for gifted pupils.

It is believed that the experience gained in two projects may be of interest in other countries: learning written language and mathematics in basic education; and the provision of complementary services to support regular schools in the context of integration.

There is interest in learning about other countries' experience with regard to integration, training and human resource development, and orientation for parents.

THE NETHERLANDS

Special education policy

Policy is based on educating pupils with special needs in regular schools if possible and providing an equivalent education in special schools otherwise. In an effort to restrict the amount of segregated provision, initiatives are planned to strengthen the expertise of regular primary schools and thereby enhance their capacity to educate pupils with mild learning and behavioural difficulties.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded in legislation from the public education system. However, some children and young people with severe learning difficulties are in practice excluded from education; they attend training programmes in special institutions.

Primary and secondary education for special educational needs are covered by legislation. The main legislation is the Special Education Interim Act. This states that special primary and secondary education shall be provided for children requiring it. This is supplemented by regulations on the content of special education, staffing, costs and residential provision.

Ten categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; children in schools attached to pedagogical institutes; chronically ill children; and children in hospitals.

Special education is the sole responsibility of the Ministry of Education.

New legislation is being proposed which would promote the integration of pupils with mild learning and behavioural difficulties and, in a separate measure, the integration of pupils who are blind or partially sighted.

Administration and organisation

Special education policy is implemented at three administrative levels: national, provincial and local. The Dutch education system combines a centralised education and funding policy with decentralised administration and management of schools. It is the task of central government to create the essential conditions for education. The involvement of the provincial authorities mainly takes the form of statutory supervisory duties and ensuring that there are sufficient public schools. At local level the municipal authorities

are the competent authority for public schools and can allocate extra funds to schools over and above the grants made by central government.

An additional layer of administration is provided by the four umbrella organisations, one for Catholic, one for Protestant, one for private non-denominational and one for public authority schools. Co-ordination for special education is provided within these organisations; otherwise, there is no special education provision made by voluntary bodies.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×		×	×	×		
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools							
Resource room							
Support teaching in regular classes		×					×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. There is a wide range of support available to regular schools – classroom assistance, pedagogical support and access to visiting specialists. There are some links between special schools and regular schools.

There are 106,000 pupils (4.5% of the school age population) attending special schools (1992).

All special education facilities are provided within the state education system.

Pre-school

Pre-school services are available for most children with special educational needs.

Parents

If parents decide that their child would benefit from special education, the child is enrolled at the kind of school most suited to deal with his or her problems. The school then convenes a case conference to decide on admission. Parents may have access to the report on their child. If admission is refused, parents have thirty days in which to appeal against the decision.

Teacher training

Teachers in regular schools can attend a range of in-service training courses relating to special educational needs.

Teachers specialising in special education first train as regular teachers. They then take special education courses geared to a particular category of special educational needs.

Finance

Special education is funded entirely by Government. Expenditure on special education represents 5% of the total expenditure on education. This is unlikely to change in the future.

Research and development

The main issues concerning the future development of special education are: the integration of pupils with special needs into regular education; and the transition between schooling and the labour market for those with special educational needs.

The main current research projects are concerned with the education of children with learning and behavioural difficulties in the lower classes of primary schools, regional variations in special school admissions and the education of children with Down's Syndrome in regular primary schools.

There is interest in finding out about other countries' experience with the integration of those who are deaf or hearing impaired, have physical or sensory handicaps, or have severe learning difficulties.

NEW ZEALAND

Special education policy

The aims of policy are to provide a high quality education for all children and young people in whatever setting they are educated and to enable parental choice between inclusive and exclusive settings as provided by legislation.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system by legislation.

Pre-school, primary and secondary education for special educational needs are covered by legislation. The legislative provisions specific to children and young people with special educational needs are contained in the general legislation, principally the Education Act 1989. This declares that children who have special educational needs have the same rights to enrol and receive education at state schools as children who do not. It also provides for special education to be offered to children under the age of five and to young people up to the age of 21 (schooling is compulsory between the ages of 6 and 16).

Categories of special educational needs are not defined in legislation.

Special education is the sole responsibility of the Ministry of Education.

There are no plans for new legislation.

Administration and organisation

There is a national special education service which provides advice, guidance and some direct intervention such as speech and language therapy from early childhood through the years of compulsory schooling and beyond. Administrative decisions on special educational provision are taken at local level.

Special educational provision

School

Children and young people with special educational needs are registered according to the SEAL (Special Education Agreements Listing) database for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	x			x	x		x
Day special schools		x	x				
Special classes in regular schools		x	x		x	x	x
Resource room						x	x
Support teaching in regular classes	x	x	x	x	x	x	x

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is no policy of encouraging integration but there is a policy of providing education in accordance with parental wishes. There is in fact a high level of integration. There is a wide range of support available to regular schools – classroom assistance, additional pedagogical support and access to visiting specialists. Some special school staff visit regular schools to work with pupils in regular schools and to teach satellite classes from special schools located in regular schools.

There are 1,586 pupils (0.3% of the compulsory school age population) in special schools and a further 3,369 (0.7%) pupils with special educational needs attending special classes in regular schools (1993).

Most special education facilities are provided by the state education system but a few are provided by voluntary agencies.

Pre-school

Pre-school services are available for at least 50% of children with special educational needs.

Parents

Parents have the right to choose the form of educational provision made for their children. They are involved in the process used to plan and review programmes.

Teacher training

The initial training of primary teachers includes some compulsory elements of teaching to individual needs. There are in-service training courses available to teachers in regular schools.

For teachers specialising in special education, there are one-year full time courses for practising teachers; these are either generic courses or courses for specialists in visual or hearing impairment.

Finance

Special education is funded almost entirely by Government (96%) with the balance being provided by voluntary organisations. Expenditure on special education represents 4% of the total expenditure on education (1992). This is unlikely to grow in the future.

Research and development

The main issues for the future development of special education are: matching resources to needs; providing access to education after school; and gaining public support for special education provision.

The most important current research projects relate to tertiary education and forecasting resource needs.

There is interest in finding out about other countries' experience with links between regular schools and special schools and managing change in special education.

NICARAGUA

Special education policy

The objectives of policy are to develop children's potential and integrate them progressively into the family, school, social and working life.

Legislation

The Constitution states that access to education is free for all citizens and that the State will establish programmes for the benefit of those with disabilities.

Special education is the responsibility of the Ministry of Education, but responsibilities are shared with several other ministries.

A national commission is reviewing legislation concerning all aspects of childhood, with a view to introducing new legislation to protect and benefit all children and young people including those with disabilities.

Administration and organisation

Special education is administered by the Directorate of Special Education within the Ministry of Education. This is also responsible for providing co-ordination at national level. Administrative decisions are taken at national level.

Special educational provision

School

Children and young people with special educational needs are neither registered nor categorised. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools							
Special classes in regular schools		×					
Resource room							
Support teaching in regular classes		×	×	×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is no policy of encouraging integration. The main forms of support available to regular schools are additional pedagogical support and access to visiting specialists. There are limited links between special schools and regular schools.

There are 2,263 pupils (0.3% of the total number of pupils of compulsory school age enrolled at schools) attending special schools and a further 220 (0.03%) pupils with special educational needs attending regular schools (1993).

Most special education facilities are provided by the state education system:

State education system	80%
Non-governmental agencies	8%
Private contractors	12%

Pre-school

Pre-school services are available for less than 10% of the population in need.

Parents

Parents participate in educational decision-making through membership of a school council.

Teacher training

Most teachers in regular schools have been trained as teachers at the primary level. They are systematically offered in-service training in special educational needs.

Teachers specialising in special education receive most of their training through in-service courses and direct support in the classroom. Some 3% of teachers have undertaken specialised studies (outside the country).

Finance

Special education is funded primarily by Government (95%) with 5% coming from non-governmental organisations.

NORWAY

Special education policy

The aim of policy is twofold: 'to ensure the highest possible quality of life for each child, and to ensure education and training adapted to the needs of the individual child'. In this respect the aims of education policy are the same for all children. In special education, however, this aim is applied through individual programmes of work in which content and specific objectives are decided on the basis of the learning abilities of each child. Special education is provided in accordance with the principles of integration, participation and decentralisation.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded from the public education system.

All levels of education for special educational needs are covered by legislation. Since 1976, there has been no specific legislation for the field of special education. The Act on Primary and Lower Secondary Education made each municipality responsible for providing education for all children within its borders whatever their abilities. All pupils are registered at their local school and all have the right to receive instruction adapted to their individual abilities and aptitudes. Provision for special education may be organised either inside or outside the regular school.

Categories of special educational needs are not defined in legislation.

Special education is the sole responsibility of the Ministry of Education.

A new development is planned for 1994. This is Reform 94 which introduces a statutory right to three years' upper secondary education and vocational training. Those with a claim to special teaching have the right to be accepted by their first choice of foundation course after assessment by an expert.

Administration and organisation

Special education is administered on the same basis as regular education within the overall framework set down at national level. Administrative decisions are decentralised to local (municipal) level for pre-school and all education up to age 16 and to regional (county) level for upper secondary education. Special educational provision is administered in the same way as regular education but there is an extra layer of administrative support. This operates through 20 special education resource centres established in 1992 through a restructuring of several former special schools. These

comprise seven regional centres for those with severe learning difficulties and 13 national centres in the fields of visual impairment, hearing impairment, language and communication disorders, and behavioural and emotional difficulties. Because of its particular geographical and cultural conditions, there is a separate programme for special education in northern Norway.

Special educational provision

School

Children and young people with special educational needs are registered for official purposes but not categorised.

There is a policy of encouraging integration. This is an integral element of legislation and practice. There is a wide range of support available to regular schools. The most common measures are extra teaching hours which can be used in class, by withdrawal or in small groups, classroom assistance, specialised teaching materials or other equipment, and combinations of all these according to the needs of the pupil in question.

There are good links between special schools and regular schools, encompassing staff and pupils from both regular schools and special schools.

About 0.7% of the total school age population attend special institutions outside the local school system. A further 5.8% receive extra support in regular schools.

All special educational facilities are provided through the state education system.

Pre-school

Pre-school provision is available for most of the population in need. The aim is to identify children with special needs as early as possible. The Act on Pre-school Education gives priority access to provision for children with disabilities.

Parents

Schools and other authorities must discuss with parents any recommendations in regard of special educational provision. Parents' written approval must be obtained before any measures are put into place.

Teacher training

All teachers receive introductory courses about special education and support services in their initial training. There are also regular in-service training programmes on special education issues.

Special education training is built on to regular teacher training. One year of training in special education is offered by several colleges on a full-time or part-time basis. There is an institute for special education at the University of Oslo which offers training at masters and doctorate levels.

Finance

Special education is funded entirely by Government. Special education as a percentage of total expenditure on education is estimated at 18-20% (1982). It is not anticipated that this share will grow further in the future.

Research and development

A national research and development programme in special education has been established. This consists of a central research programme and a decentralised development programme. The overall aim of the research programme is to further equality, normalisation and integration, and the main objective of the programme is to improve knowledge of the services that have to be developed in order to give children and young people with special needs education of high quality. The development programme is run by education officers within each county.

There is interest in learning about other countries' experience in the field of special education, particularly in research on how to create a school for all that achieves the vision of real social integration for all students with special educational needs.

PAPUA NEW GUINEA

Special education policy

The aims of policy are to integrate into the existing school system those children that can be integrated. It is also an objective to pay teachers' salaries for the special education centres run by non-governmental organisations.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. Education is not compulsory and only 80% of children are able to attend schools. This is because there are major geographical obstacles to travel and because there are not enough schools or teachers. Indirectly, this excludes many children with disabilities from attending school.

All levels of education for special educational needs are covered by legislation, but the only information provided is that the current Education Act allows for the integration of children with disabilities.

Categories of special educational needs are not defined in legislation.

Special education is the primary responsibility of the Ministry of Education, with some responsibilities being shared with the Ministry of Health and the Ministry of Social Welfare.

Administration and organisation

Special education is administered by a separate unit within the Ministry of Education. This unit is responsible for co-ordinating services at national level. It also has registration requirements for voluntary bodies providing special education. Administrative decisions are taken at all levels in the system

Special educational provision

School

Children and young people with special educational needs are neither categorised in disability groups nor registered. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×		×	×	×		
Day special schools	×		×	×	×		
Special classes in regular schools							
Resource room							
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is laid down in guidelines for special education in 1993. The main forms of support available to regular schools are classroom assistance and additional pedagogical support. There are some links between special schools and regular schools where there are trained community school teachers.

Special education facilities are provided by the state education system (50%) and voluntary agencies (50%).

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

All schools have a board of management made up of parents but consultation is a problem in a country with 860 languages and four million people.

Teacher training

A training package for initial teacher training has been developed and is being implemented from 1994. Teachers specialising in special education currently receive their training abroad.

Finance

Special education is financed from a number of sources:

Public authorities	40%
Voluntary bodies	10%
Overseas aid	50%

The allocation for special education in the 1994 budget is approximately 0.6% of the total education budget.

Research and development

The main issues concerning the future development of special education are integration, teacher training, and community and family support.

The most important research projects relate to the development of teacher training and community surveys.

It is believed that the experience gained in developing the national special education plan and in piloting the teacher training approach would be of interest to other developing countries.

There is interest in learning about other countries' experience with integration, teacher training for integration, family and community support, and classroom activities for children with disabilities.

PERU

Special education policy

The main objectives of policy are to modify curriculum documents relating to special education, provide vocational education for young people with special educational needs and implement a national plan for school integration.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system because of their disabilities, not so much because of legislation but because special schools do not accept them. These children are those with severe learning difficulties, those with cerebral palsy and those with autism.

All levels of education for special educational needs are covered by legislation. The General Law of Education has a specific chapter regulating education for children and young people with special needs. There is also a Regulation for Special Education concerned with special schools, classrooms for pupils with special needs and other special services.

Seven categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and language disabilities.

Special education is the primary responsibility of the Ministry of Education but some responsibilities are shared with other ministries and national institutes.

For the future, it is anticipated that new educational norms for integrating pupils with special educational needs into regular schools will be published shortly.

Administration and organisation

Previously, special education was administered by a Directorate within the Ministry of Education. The Ministry has, however, been restructured and in the new organic structure there is no one entity exclusively responsible for special education. Administrative decisions are taken at national level.

Special educational provision

School

There is no statistical information to establish the exact number of children and young people with special educational needs. There is a school census which collects

information on those who are in the care of special education services, but this is not the entire population.

The forms of provision available to children and young people with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×			
Day special schools		×	×	×			
Special classes in regular schools		×	×	×			
Resource room							
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration but it is relatively limited, being concerned only with an experimental integration project.

Regular schools do not have support for educating pupils with special educational needs. There are very few links between special schools and regular schools.

There are 19,585 pupils (0.3% of the school age population) attending special schools (1993).

Special education services are provided mainly by the public education system:

Public education system	80%
Other government agencies	2%
Voluntary agencies	18%

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents do not usually participate in assessment and decision-making. It is believed that they wish the schools to take these decisions and do not want to be involved themselves. A few schools do try to involve parents.

Teacher training

General teacher training does not cover special educational needs. Some in-service training in special needs is provided in the context of the experimental project on integration.

Teachers specialising in special education have two training options: a five-year course of study covering mental retardation, visual impairment or hearing impairment, for students who have completed secondary education; and a two-year post-graduate course covering mental retardation and hearing impairment.

Finance

Special education is financed from a number of sources:

Public authorities	62%
Voluntary agencies	18%
Parents	20%

Expenditure on special education is 0.81% of total education expenditure (1992). This is unlikely to increase in the future.

Research and development

The main issues concerning the future development of special education are: retraining specialist teachers; training teachers in regular schools and making them aware of their responsibility to all pupils; early intervention; and integration.

The main current research project relates to the integration of pupils with special needs in the regular school.

It is felt that there are two aspects of national provision which may be useful to other countries, particularly South American countries: early intervention programmes in developing areas that take care of children at risk aged under 5 years; and the integration project referred to above.

There is interest in learning of other countries' experience with integration, particularly the work of teachers in the school, the assessment of those pupils who are integrated and the prevention of learning difficulties.

PHILIPPINES

Special education policy

Children and young people with special needs should have equitable access to educational opportunities and should have an education of high quality.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded by legislation from the public education system.

Primary, secondary and tertiary education for special educational needs are covered by legislation. The main legislative provisions are contained in the Education Act of 1982 which governs all levels of education, both public and private, in the country and has specific provisions for special education. A further document, Policies and Guidelines for Special Education, discusses special educational provision in more detail. There is also a Magna Carta for Disabled Persons which provides for the rehabilitation of persons with disabilities and their integration into the mainstream of society; it has a section dealing specifically with special education.

Nine categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; gifted and talented; and neglected, dependent and abandoned.

Special education is the responsibility of the Ministry of Education (Department of Education, Culture and Sports), but some responsibilities are shared with the Ministry of Social Welfare.

There are currently four bills before the Senate relating to special educational provision. All are concerned with expanding and improving the provision being made at the moment.

Administration and organisation

The overall responsibility for the administration and supervision of special education rests with the Department of Education, Culture and Sports in the Ministry of Education. The Bureau of Elementary Education, through its Special Education Division, provides leadership and guidance over special education programmes. The principal functions of the Special Education Division are policy formulation, preparation of curriculum materials, human resource development, research and development, and liaison with other agencies concerned with the education and welfare of children with special needs.

There is a policy of decentralisation which means that regional and divisional officers are given responsibility for initiating and implementing special education provision. The administration of special schools and special classes in regular schools rests with the principals of those schools. Residential special schools are administered and supervised at regional level, whereas special classes in regular schools are supervised at division level.

Provision made by voluntary agencies must conform to guidelines laid down by the Special Education Division. Such provision is subject to supervision at national, regional or local level depending on its coverage and location.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools	×	×	×	×	×	×	×
Resource room				×	×	×	×
Support teaching in regular classes		×		×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The document, Policies and Guidelines for Special Education, states that 'the ultimate goal of special education shall be the integration or mainstreaming of learners with special needs into the regular school system and eventually to the community'. The main form of support available to regular schools is that teachers from the Special Education Division act as consultants to regular teachers.

There are many links between special schools and regular schools, and there is a very strong relationship between regular and special education.

There are 20,655 pupils (0.2% of the school age population) attending special schools at elementary level and a further 61,249 (0.6%) pupils with special educational needs attending regular schools (1993).

Special education facilities are provided mainly by the state education system, as shown in the table:

State education system	90%
Other government departments	4%
Voluntary agencies	6%

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents have the right to be consulted and to participate in decision-making concerning placement in special education facilities. Most requests for assessment are made by parents and school staff.

Teacher training

Teachers in regular schools have some access to in-service education in special needs but this is limited.

Priority has been given to the training of staff working in special education. Special education teachers are required to have a specialist training in special education or a graduate teacher training course which contains a substantial amount of instruction in special education. There is also widespread provision of in-service training at national, regional and local levels.

Finance

Special education is funded primarily by Government. There are optional contributions from voluntary organisations and from parents.

Research and development

The main issues concerning the future development of special education are: legislation affecting children with special educational needs; early intervention; normalisation;

systematic identification, diagnosis, assessment and evaluation; continuing and active parental involvement; community integration; human resources development; vocational education; employment schemes; restructuring special education; research; and advocacy and empowerment.

The most important current research projects are a national survey to determine the number of children with special educational needs throughout the country and a project designed as an early intervention strategy.

There is interest in learning of other countries' experience regarding transition programmes for children and young people with disabilities, vocational training programmes and staff development.

POLAND

Special education policy

Children and young people with special educational needs enjoy the same constitutional rights to education, up-bringing and care, commensurate to age and development level, as their peers. Emphasis is placed on maintaining and strengthening the links between special and regular educational provision.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Special education is not at present provided to those who have severe learning difficulties. These children and young people are looked after by the Polish Society for Mentally Disabled Persons, supported by the Ministry of Education and the Ministry of Health and Welfare.

All levels of education for special educational needs are covered by legislation. The main legislative provisions are contained in a regulation published in 1993 which supplements the Educational System Act of 1991. This covers the organisation of special education, special educational provision in kindergartens, schools and other establishments, and the provision of psychological and pedagogical systems to pupils.

Seven categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; social maladjustment; and chronic illness.

Special education is the responsibility of the Ministry of Education, but some responsibilities are shared with a number of other ministries – Ministry of Health, Ministry of Social Welfare, Ministry of Justice and Ministry of Internal Affairs. These ministries assist the Ministry of Education by contributing to the provision of special educational care for children with special educational needs or by running separate schools.

Draft legislation has been prepared concerning educational provision for children and young people who have severe learning difficulties. This will cover the age range 3-21 years and will in effect incorporate them within compulsory schooling.

Administration and organisation

Special education is administered at national level by the Ministry of Education. There is a Special Education Section within the Department for Care and Physical Culture. This is responsible for creating the legal and organisational foundations for care and educational provision for children and young people with special educational needs, laying down the lines of development and conducting relevant supervision.

The limited amount of provision made by voluntary agencies is subject to pedagogical supervision by the Ministry of Education.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools	×	×	×				
Special classes in regular schools	×	×	×	×	×	×	×
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

In addition, socio-therapy and therapeutic sessions are provided for children who have emotional and behavioural difficulties.

There is a policy of encouraging integration. This is governed by certain rules introduced in 1993:

(i) The number of pupils in an integration class must be lower than the number of pupils in a regular class; it ranges between 15 and 20 pupils, including between three and five pupils with special educational needs.

(ii) A pupil with special needs in an integration class must receive the necessary educational materials.

(iii) A regular school with integration classes may employ additional teachers to assist the integration process.

The main form of support available to regular schools is additional pedagogical support provided outside the classroom. There are occasional contacts between pupils and teachers in regular schools with their counterparts in special schools. The purpose of these is to 'break stereotypes and barriers in public consciousness'. It is believed that this is 'the beginning of the road to common action in combating prejudice and intolerance'.

There are 82,200 pupils (1.4% of the school age population) enrolled in special schools (1993).

Practically all special education facilities are provided within the state education system.

Pre-school

Pre-school services are available for at least 50% of children with special educational needs.

Parents

Diagnosis and referral to special education are matters for the psychological/pedagogical assessment centres but parents have the right to appeal against their rulings. They can also insist that special education be provided in a regular school. A child may be sent to a special school only with the parents' consent.

Teacher training

Regular teachers may supplement their qualifications with post-graduate studies specialising in different disability areas.

Special education teachers are trained primarily through a five-year masters level course in special education which prepares them to work with children who have a particular disability. These courses are available on either a full time basis for entrants to the profession or on an extra-mural basis for teachers without qualifications employed in special education establishments. There is also a three-year training course for graduates of 2-year teacher training colleges who have specialised in kindergarten and early primary education.

Finance

Special education is financed entirely by Government. Expenditure on special education represents 2% of total expenditure on education (1992). This share is unlikely to grow in the future.

Research and development

The main issues concerning the future development of special education are:

- preparing a programme to create specialist consulting centres in each province dealing with early intervention, consulting services for children and young people, and consulting services for parents
- modernising vocational special education
- providing for the organisation of various forms of vocational upgrading and retraining for people with disabilities
- creating a net-work of integration schools and kindergartens
- providing education to all children and young people with special educational needs.

Current research is focused on the psychological, social and physical features of children and young people with special educational needs, their education, and the types of special schools and establishments. Research projects deal in particular with the modernisation of special education, and the characteristics of vocational training for people with disabilities. Further research projects relate to the methods of special pedagogy, questions of spatial orientation for people with visual impairment, convex graphics in the initial education of blind children, and techniques of instrumental augmentation of sensitivity for people with severe learning difficulties.

There is interest in learning of other countries' experience with regard to: integrated provision for children and young people with disabilities, particularly those having severe learning difficulties; re-socialisation of young people displaying maladjusted or disturbed behaviour; and the use of diagnostic tests and teaching aids.

REPUBLIC OF KOREA

Special education policy

The objectives of policy are to provide education in academic subjects and to develop social skills so as to facilitate participation in the mainstream.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some severely disabled children are excluded from the public education system and receive services in institutions and hospitals.

All levels of education for special educational needs are covered by legislation. The principal legislation is the Promotion Law for Special Education.

Seven categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning disabilities; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and learning disabilities.

Special education is the sole responsibility of the Ministry of Education.

Existing legislation is currently being amended but details are not available.

Administration and organisation

Special education is administered within the Department of Compulsory Education in the Ministry of Education. Administrative decisions are taken at national level, with a school inspector in each province and a school supervisor in each district.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools			×				
Day special schools	×	×	×	×	×	×	
Special classes in regular schools		×	×				
Resource room							
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is no stated policy of encouraging integration. The main form of support available to regular schools is additional pedagogical support. The only links between special schools and regular schools are when regular school pupils visit special schools.

There are 20,000 pupils (1.3% of the school age population) attending special schools and a further 28,000 (1.9%) pupils with special educational needs attending regular schools (1993).

Special education services are provided by the state education system (1/3) and voluntary agencies (2/3).

Pre-school

Pre-school services are available for at least 50% of children with special educational needs.

Teacher training

There are some in-service training opportunities for teachers in regular schools.

Finance

Special education is funded entirely by Government. The proportion of total expenditure on education devoted to special education is likely to increase.

Research and development

The main issue concerning the future development of special education is to expand the number of special schools and special classes in regular schools.

The most important current research project in the field of special education relates to vocational education. It is considered that findings on this may be of interest to other countries.

There is interest in learning about the experience of other countries, especially the United States and Japan, in respect of educational law, intervention programmes and administration systems.

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ROMANIA

Special education policy

The objective is to promote educational integration by providing appropriate legislative and administrative underpinning, maintaining early integration programmes, adapting the curriculum and educational structures, and running pilot projects.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs.

All levels of education for special educational needs are covered by legislation. The main legislative provisions are contained in the 1992 Act on the Protection of the Handicapped and General Education Act in 1993 which has a section on special education.

Six categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; and language disorders.

Responsibility for special education is shared between the Ministry of Education and the State Secretariat for the Handicapped.

A new educational law is under discussion; this will include a section on special education.

Administration and organisation

Special education is administered under the aegis of the National Committee for the Protection of Children, an inter-ministerial body responsible for the care of children. Administrative responsibilities are divided between the Service of Special Education within the Ministry of Education and the State Secretariat for the Handicapped.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provisions available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools		×					
Special classes in regular schools		×	×	×	×		
Resource room							
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There are also rehabilitation centres and speech centres.

There is a policy of encouraging integration. The main form of support available to regular schools is access to visiting speech therapists. There are no links between regular schools and special schools.

There are 35,000 pupils (1.4% of the school age population) attending special schools and a further 2,000 (0.08%) pupils with special educational needs attending regular schools (1993).

Pre-school

Provision is available for at least 50% of the population in need.

Teacher training

Beginning in the year 1992/3 there is a course on special psycho-pedagogy in the training of teachers for primary and pre-school levels.

Teachers specialising in special education have a five-year university training in special education, psychology and pedagogy. There are also in-service training opportunities.

Finance

Special education is financed entirely by Government.

Research and development

There is a national programme of pilot projects for the integration of disabled children into the community; this may have some interesting results in 1994/95.

There is interest in learning of other countries' experience in relation to: teacher training and in-service training; the educational and psychological assessment of children with special needs; early education and intervention; and public opinion and media influences on images of children with special educational needs.

SAUDI ARABIA

Special education policy

Education authorities should plan to ensure that all individuals achieve their potential in accordance with Islamic teachings and the values of their society.

Legislation

The regulations governing general education are not deemed to apply to children and young people with special educational needs. Children with multiple handicaps, severe physical disabilities and severe learning difficulties are excluded from the public education system.

All levels of education for special educational needs are covered by legislation. Legislative requirements are contained in Resolution no.15 dated 1980, concerning the approval of educational arrangements for the blind, and Letter no. 853 dated 1989, confirming that the Ministry of Education should continue to manage the education of pupils with special needs of all kinds.

Three categories of special educational needs are defined: mental retardation/severe learning difficulties; visual impairment; and hearing impairment.

Special education is the sole responsibility of the Ministry of Education.

For the future, legislation is being planned in relation to the partially-sighted and the those with learning disabilities. It is also planned to conduct a comprehensive survey of pupils with special needs in regular schools.

Administration and organisation

Special education is administered as a separate secretariat within the Ministry of Education. Administrative decisions are taken at national level.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

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	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×		×	×		
Day special schools		×		×	×		
Special classes in regular schools		×		×	×		
Resource room							
Support teaching in regular classes		×					

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is no policy of encouraging integration. There are some links between special schools and regular schools.

There are 7,500 pupils (0.4% of the school age population) attending special schools (1993).

Most special education facilities are provided by the state education system, with some 2% provided by voluntary agencies.

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

Formally, parents are not involved in the assessment of their children. They can, however, reject any outcome of the assessment procedures.

Teacher training

Qualified teachers can attend a training course for a period of between one and two years to specialise in special needs teaching. There is a four-year course which prepares teachers of the deaf, those with learning difficulties and the blind. There are also opportunities for in-service training.

Finance

Special education is financed almost entirely by Government. It is likely that the proportion of education expenditure devoted to special education will increase in the future.

Research and development

The main issues concerning the future development of special education are: the identification of children with special needs in regular primary schools; developing programmes for partially sighted pupils in regular schools; and integrating blind pupils.

There is interest in learning of other countries' experience with integration, identifying partially sighted pupils in the regular school system and identifying other special needs pupils.

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SPAIN

Special education policy

The aim of policy is to educate pupils with special needs in the least restrictive environment. This is to be achieved within a framework of normalisation of services, integration and individualised teaching.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs.

All levels of education for special educational needs are covered by legislation. There are in fact numerous legislative instruments relating to special education.

The 1978 Constitution affirms the right of all to education and requires public authorities to take steps to ensure that this right is achieved in practice. Decree no. 620 in 1981 defines special education as education tailored to special physical, mental or sensory needs. Special education is to take place in special schools or in special education classes in regular schools. The Law of Social Integration for the Disabled of 1982 regulates the full range of services required by the disabled, from prevention to vocational integration and social security; it also includes education. A regulation introduced in 1985 develops the educational aspects of this law with a view to furthering social integration.

The 1990 Law on the General Educational System is the basic legislation which sets out the goals of education for all citizens. It contains a section setting out principles and arrangements for the education of pupils with special needs. It states that the education system will take the necessary steps for pupils with special educational needs to be able to succeed in the same educational framework as other pupils.

Categories of special educational needs are not defined, though for some administrative purposes such as resource allocation, attention is paid to pupils' specific disabilities. In general, the concept of special educational needs is used.

Special education is the sole responsibility of the Ministry of Education.

A number of further legislative developments are planned, covering the organisation and operation of special schools, the minimum requirements for special schools, assessment of pupils with special needs and professional training.

Administration and organisation

Special education is administered by the Sub-directorate of Special Education within the Directorate of Educational Reform within the Ministry of Education. There is a formal sharing of responsibility for education with the country's 17 regions (autonomous communities), and administrative decisions are shared between the Ministry and the regions.

Co-ordination at national level is the responsibility of the Royal Body for the Prevention and Care of People with Disabilities. This co-ordinates all activities, including education, undertaken by the various ministries in relation to people with disabilities.

Private associations can establish schools for pupils with special needs either on their own or jointly with public authorities. In either case they must follow the legislative arrangements governing all schools and are monitored by the inspection services.

Special educational provision

School

The forms of provision available to children and young people with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools							
Special classes in regular schools							
Resource room	×	×	×	×	×	×	×
Support teaching in regular classes	×	×	×	×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This is strongly affirmed in legislation. In 1985 a programme of integrating pupils with special needs into regular schools was initiated. This began as an experiment and has now been extended throughout primary schools and is beginning in secondary schools.

The main forms of support available to regular schools are additional pedagogical support and access to visiting specialists. This support includes educational orientation and assessment, technical and pedagogical support, orientation for parents and adaptation of teaching resources.

There is a certain amount of contact between special schools and regular schools. The nature and extent of this depend on the schools and their objectives.

There are 11,068 pupils (0.6% of the school age population) attending special schools and a further 26,177 (1.4%) pupils with special educational needs attending regular schools (1993).

Most special education facilities are provided by the state education system.

Pre-school

Pre-school provision is available for most children with special educational needs.

Parents

Parents have the right to choose the school they wish for their child with special educational needs. They receive information about the educational provision made and other factors such as location and ease of access.

Parents receive all the information used by assessment teams in assessing their child. They also provide information for the assessment process.

Teacher training

Teachers in regular schools have in-service opportunities through courses and workshops in special educational needs.

Teachers specialising in special education have a number of forms of training available to them, either specialising in special education in initial training or engaging in post-graduate study.

Finance

Special education is financed entirely by Government. Expenditure on special education represents 2.8% of total expenditure on education (1992). This is likely to increase as resources are made available to extend integration to all levels of education.

Research and development

The main issues concerning the future development of special education are:

- improving and extending the education offered at pre-school level (0-6 years)
- developing school integration, particularly at secondary level
- restructuring and increasing the number of jobs offered to those with special needs in professional training
- improving the quality of education in special schools and their links with regular schools
- continuing permanent teacher training for areas related to curriculum adaptation
- improving the provision of education for children who are profoundly deaf.

The main current research projects relate to:

- use of the new information and communication technologies in the education of pupils with special needs
- prevention and early diagnosis of various disabilities
- educational and vocational integration of pupils with Down's Syndrome
- education and development of deaf and autistic pupils
- evaluation of integration.

It is believed that the experience gained in the programme of school integration and in the vocational integration of pupils with Down's Syndrome may be of interest to other countries.

There is interest in learning of other countries' experience with integration of deaf pupils, relationships between special schools and regular schools, and the integration of pupils with severe and lasting difficulties – severe learning difficulties, autism, psychotic behaviour, and emotional and behavioural disturbance.

SRI LANKA

Special education policy

Every individual should receive an appropriate education regardless of physical, mental, social or sensory impairments. Special education shares with regular education the responsibility of ensuring that all children reach their optimum potential.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. Education is not compulsory, and the question of children being excluded from the public education system because of the severity of their disabilities does not arise.

Primary and secondary education for special educational needs are covered by legislation. Educational provision has since the Education Act of 1939 been regulated by successive cabinet papers.

Categories of special educational needs are not defined.

Special education is the responsibility of the Ministry of Education but some responsibilities are shared with the Ministry of Social Welfare.

No new legislation is planned at the moment.

Administration and organisation

Special education is administered at national level by the Directorate of Special Education within the Ministry of Education. There is also a tier of administration at regional level. There is an inter-ministerial co-ordinating committee for the rehabilitation of the disabled.

Special educational provision

School

Children and young people with special educational needs are neither categorised nor registered. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools		×		×	×		
Special classes in regular schools	×	×		×	×	×	×
Resource room		×		×	×		
Support teaching in regular classes				×	×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. Policy guidelines for the development of special education state that the goal of special education shall be 'the integration of learners with special educational needs within the regular school system and eventually the community'. The main forms of support available to regular schools are classroom assistance, pedagogical support, access to visiting specialists and parent guidance. Links between regular schools and special schools are confined to regular school pupils visiting special schools.

There are 2,000 pupils (0.04% of the school age population) attending special schools and a further 44,000 (0.9%) with special educational needs attending regular schools (1991).

Special education facilities are provided within the state education system and by other agencies, as shown in the table:

State education system	80%
Other government departments	5%
Voluntary agencies	15%

Pre-school

There is little or no pre-school provision for children with special educational needs.

Teacher training

There is a two-year course of training for intending special education teachers. There are also in-service courses ranging from 5 to 15 days in length.

Finance

Special education is financed from a variety of sources, as shown in the table:

Public authorities	30%
Voluntary organisations	15%
Parents	5%
Foreign aid	50%

Research and development

The main issues concerning the future development of special education are early intervention programmes and teacher training.

The most important current research projects are to do with:

- sign language research
- the effectiveness of special education programmes
- development of preparatory readers for children with severe learning difficulties
- the effectiveness of integration programmes.

There is interest in learning of other countries' experience with teaching children with low vision, those who have severe learning difficulties, those who are gifted, and children with mild and moderate learning difficulties.

SWEDEN

Special education policy

Every child should receive an appropriate education. Children with special needs should be given priority access to pre-school provision to 'facilitate the integration of these into society and to help them to live as normal a life as possible'.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are excluded by legislation from the public education system.

All levels of education for special educational needs are covered by legislation. The general education legislation requires that every child and young person be given equal access to education within the state system of schooling. Special assistance must be given to pupils encountering difficulties in school work. From 1995 all children whose parents request it, must be given access to public child care from the age of one. Children with physical, psychological or social problems have priority access to pre-school provision.

Eight categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; and psycho-social problems.

Special education is the responsibility of the Ministry of Education but the Ministry of Social Welfare has some responsibility for pre-school and child care provision.

Apart from the new legislation on access to public child care, it is proposed to introduce a new statutory curriculum covering compulsory schools, special schools and provision for those with severe learning difficulties.

Administration and organisation

Responsibility for special education is generally devolved to municipalities and schools. There is an office within the Ministry of Education, the National Agency for Special Education, which provides consultancy support and advice. It develops and evaluates teaching materials. The Agency is also responsible for the special schools for the deaf and for children with multiple handicaps.

There are no special education services provided by voluntary agencies.

Special educational provision

School

Some children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×			×		
Day special schools							
Special classes in regular schools		×	×		×		
Resource room	×	×	×			×	
Support teaching in regular classes	×	×	×		×	×	×

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. Special schools are for those who must study by sign language, those who are multiply handicapped and those who are mentally retarded. There is a wide range of support available to regular schools in respect of pupils with special educational needs. The most widely used form of support is additional pedagogical support either in the classroom or in a neighbouring room.

There are many links between regular schools and special schools. All special schools serve as resource centres to children, staff and parents in regular schools in their region; they arrange seminars, courses and study visits for parents and teachers of children with special needs in regular schools.

There are about 14,000 pupils (1.6% of the school age population) attending special schools (1992).

All special education facilities are provided within the state education system.

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Pre-school provision is intended to complement the efforts of home and also to enable parents to combine parenthood and family life with employment. Activities should be planned in close co-operation with parents and they should have the opportunity to influence planning. In the legislation the importance of good links between school and home is strongly emphasised. Most decisions are taken by the school in accordance with parents' wishes.

Teacher training

Regular teacher training includes a ten-week component on special education. Teachers who have a child with special educational needs in their class are offered in-service training courses through the National Association for Special Education.

After basic teacher training and five years' teaching, teachers can study to obtain a university diploma in special education. There are five areas of specialization: hearing impairment; visual impairment; learning disabilities; special needs/language; and multiple handicap. Each specialism entails a course of study lasting one-and-a-half years, with the exception of multiple handicap which requires two to two-and-a-half years.

Finance

Special education is funded entirely by Government.

Research and development

The main issue concerning the future development of special education has to do with quality and improving education to ensure full equality and participation.

The most important current research projects relate to the provision of effective support services to schools where there are multiply handicapped children and pre-school support systems for visually-impaired children.

Sweden's experience of support systems in relation to resource centres and bilingualism among the deaf may be of interest to other countries.

There is interest in learning of other countries' experience with parental involvement, the organisation of special education for small groups of impaired children and education for children with reading and writing difficulties.

SYRIAN ARAB REPUBLIC

Special education policy

The aim of policy is to provide training to improve the mental and social development of children and young people with special educational needs.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. A small number of children with severe learning difficulties are excluded from the education system and are made the responsibility of the Ministry of Social Welfare and Labour.

Primary education for special educational needs is covered by legislation. There is also legislation covering pre-school education for the deaf and secondary education for students with visual impairments and physical disabilities. The main legislation is contained in Decree Number 40 (1970) which created education and training institutes for the deaf and the dumb, Presidential Resolution Number 144 (1986) which created a model school for the visually impaired and Decree Number 1439 (1973) which created a school for the physically disabled.

Five categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorder.

Special education is the responsibility of the Ministry of Social Welfare and Labour but some responsibilities are shared with the Ministry of Education.

New legislation is being proposed in order to improve the situation of those with severe learning difficulties and those with profound and multiple disabilities.

Administration and organisation

The Directorate for Social Services within the Ministry of Social Welfare and Labour is responsible for all categories of people with disabilities. This Ministry supervises the work carried out by voluntary bodies. Administrative decisions are taken at national and local levels.

Special educational provision

School

Children and young people with special educational needs are not categorised in disability groups nor registered. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		x	x	x	x		
Day special schools		x	x	x	x		
Special classes in regular schools							
Resource room							
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The main forms of support available to regular schools are classroom assistants, additional pedagogical support and access to visiting specialists.

Most special educational facilities are provided by the state education system (96%), with the remainder being provided by voluntary agencies.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

Parents are involved in regular meetings with school heads and teachers as well as home visits.

Teacher training

Teachers specialising in special education are offered various qualification procedures including in-service training courses, fellowships abroad and visits organised by the Ministry of Social Welfare and Labour.

Finance

Special education is financed primarily by Government (90%), with the balance coming from voluntary organisations. Expenditure on special education is likely to increase as more pupils with special educational needs are provided for.

Research and development

The main issues concerning the future development of special education are: early detection and intervention programmes; integration in regular schools; and technical education development.

It is considered that the experience gained in teaching the deaf and dumb could be useful to others.

There is interest in learning about other countries' experience with teaching children with severe learning difficulties and multiple disabilities, and early intervention and pre-school teaching for all kinds of disabilities.

THAILAND

Special education policy

The aim is to provide education for those with disabilities according to their human rights. This should equip them with the knowledge and vocational and social skills to become self reliant and ensure that they do not become a burden on family or society. Their education should also develop their ability to work with other people, urge them to be aware of the need to be a responsible citizen and enable them to lead a normal life in society.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Children with the most severe disabilities such as the deaf/blind and the multiply handicapped are excluded from the public education system.

All levels of education for special educational needs are covered by legislation. The main legislative instrument is the Rehabilitation Act of 1991 which guarantees equal access to education to school age children with disabilities.

Categories of special educational needs are not defined in legislation but eight categories have been introduced by the Ministry of Education: emotional and behavioural disturbance; mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; chronically hospitalised children; and multiple handicap.

Special education is the sole responsibility of the Ministry of Education.

There are no plans to develop new legislation but committees have been set up to further the implementation of the Rehabilitation Act of 1991.

Administration and organisation

Special education is administered by a Division of Special Education within the Department of General Education in the Ministry of Education. Administrative decisions are taken at national level.

There is a Disabled Rehabilitation Committee which sets policy on matters relating to those with disabilities and provides funding for projects.

There are some educational programmes for the disabled run by non-governmental agencies. There are good working relationships between the Government and these programmes. They are supported by Government teachers and are supervised by Ministry of Education officials.

Special education provision

School

Children and young people with special educational needs in formal educational programmes are registered in disability groups but otherwise no records are kept. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		
Day special schools	×	×	×	×	×		
Special classes in regular schools		×	×	×	×		
Resource room		×		×	×	×	
Support teaching in regular classes		×	×	×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The policy statement in the National Education Scheme is that 'special education is provided for those who have special character traits, or who are physically, intellectually or mentally abnormal and may be given in special institutions or in regular schools as appropriate'. The main form of support to regular schools is visits from peripatetic teachers.

The main form of link between special schools and regular schools is that residential special schools encourage regular school staff to visit them.

Pre-school

There is little or no pre-school provision for children with special educational needs. There are some programmes run by the private sector but none by the Government.

Parents

There are no formal policies for parental involvement in either special or regular education, although schools are strongly encouraged to involve parents.

Teacher training

There is no input on special education in general teacher training. There are five teacher training institutions offering teacher training in special education. There are also some in-service training opportunities.

Finance

Special education is financed primarily by Government:

Public authorities	90%
Voluntary organisations	9%
Parents	1%

It is anticipated that expenditure on special education will grow in the future: it is planned to set up five new special schools every year for the next three years; and a special education centre will be established in every province.

UGANDA

Special education policy

Education is not compulsory but the Government has acknowledged the importance of special education and seeks to take on more responsibility for it.

Legislation

Legislation is proposed which will encourage the education of the majority of pupils with special educational needs in regular schools where there will be special education staff to support their learning.

Seven categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; learning disabilities; and the talented and gifted.

Special education is the primary responsibility of the Ministry of Education but some responsibilities are shared with the Ministry of Health and the Ministry of Social Welfare.

Administration and organisation

There is a special education section within the Ministry of Education. Administrative decisions are taken at national level.

Special educational provision

School

The forms of provision available to children and young people with special educational needs are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×	×	×
Day special schools						×	
Special classes in regular schools		×	×	×	×	×	×
Resource room					×		
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This has been recommended in a White Paper but has not yet been adopted. The main forms of support available to regular schools are classroom assistance and access to some specialists.

There are 1,737 pupils (0.1% of the school age population) attending special schools (1993).

Special education facilities are provided mostly by voluntary agencies, as shown in the table:

State education system	10%
Other government departments	10%
Voluntary agencies	80%

Pre-school

There is little or no pre-school provision for children with special educational needs.

Parents

There has been very little involvement of parents in the past. Currently, the Government is setting up educational assessment and resource centres in all districts in the country, and parents are getting very involved in assessment procedures and decision-making as a consequence.

Teacher training

From 1995 all teachers training to work in regular elementary schools will receive some training in special educational needs. The same will apply later to teachers preparing to work in secondary schools.

Teachers specialising in special education can take a two-year diploma course. From 1995 the National Institute of Special Education will provide training at certificate, diploma and degree levels. There are also in-service training courses and three-month courses available for teachers.

Finance

Special education is funded from a number of sources, as shown in the table:

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Public authorities	15%
Voluntary organisations	80%
Parents	5%

It is likely that national expenditure on special education will increase.

Research and development

The main issues concerning the future development of special education are intervention programmes, integration, teacher training and vocational education.

In 1994 the first issue of the Uganda Journal of Special Education will be published.

There is interest in receiving research information on all areas of special education and vocational rehabilitation from other countries.

UNITED ARAB EMIRATES

Special education policy

The aim is to offer educational services to those students who have difficulties in learning or behaviour.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system: those with mental retardation, the blind, the deaf and the mute. These children attend Centres of Handicapped run by the Ministry of Social Welfare.

The legislation applies only to primary education. There are in fact no separate laws or regulations for those with disabilities, and the special education classes are governed by the same legislative framework as other educational provision.

Three categories of special educational needs are defined: emotional and behavioural disturbance; language disorders; and learning disabilities.

Special education is the responsibility of the Ministry of Education but various groups of children with disabilities are provided for by the Ministry of Social Welfare or the Ministry of Health.

It is proposed to introduce new legislation governing special education classes and resource rooms.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes.

There is a policy of encouraging integration. The aim of the special education classes is to foster integration by mixing pupils for music, art, physical education and the English language.

Special educational facilities are provided from a number of sources:

State education system	60%
Other government departments	25%
Voluntary agencies	15%

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

Because many parents are not highly educated, it is considered that they do not have the ability to take part in decision-making or the assessment procedures.

Teacher training

Teachers specialising in special education should have a degree in education or psychology, a diploma in special education and at least five years' experience with students who have learning difficulties.

Finance

Special education is financed from a number of sources:

Public authorities	70%
Voluntary organisations	20%
Parents	10%

It is anticipated that expenditure on special education will increase in the future as more special education classes are formed, and also because of pressure from parents.

Research and development

The main issues concerning the future development of special education are: establishing special educational provision at kindergartens; and establishing resource rooms in every school.

The most important current research project relates to curriculum development in Arabic and mathematics.

It is believed that the experience gained in this research project may be relevant to other countries in the region.

UNITED REPUBLIC OF TANZANIA

Special education policy

The aim of policy is to 'guarantee access to education to all disadvantaged groups'. This is to be achieved by making available the necessary resources and mounting special programmes.

Legislation

All levels of education for special educational needs are covered by legislation. The 1978 Education Act affirms the right of every child to attend school from age 7 to 13. In practice, some children with special educational needs do not attend school because of lack of facilities and trained staff.

Categories of special educational needs are not defined in legislation though they are accepted in practice.

Special education is the responsibility of the Ministry of Education.

For the future, it is planned to place more emphasis on integrating pupils with special educational needs into the regular school system.

Administration and organisation

Special education is administered by a Special Education Unit reporting to the Commissioner for Education. This is responsible for assisting in the formulation of policies in special needs education, liaising with other departments in the Ministry of Education regarding the provision of educational services and liaising with other Government ministries and institutions in the provision of rehabilitation services. Administrative decisions are taken at all levels in the system.

There are also special education inspectors who play a major role in monitoring all services.

Special educational provision

School

Records of pupils with special educational needs are not maintained. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools		×	×				
Special classes in regular schools		×	×	×	×		
Resource room				×	×		
Support teaching in regular classes				×			

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. This has been affirmed in a Government declaration in 1992. A wide range of support is available to regular schools – classroom assistance, additional pedagogical support and access to visiting specialists. There are few links between special schools and regular schools.

There are 1,268 pupils (0.03% of the school age population) attending special schools and a further 1,059 (0.03%) pupils with special educational needs attending regular schools (1992).

Special education facilities are mostly provided by the state education system (91%), with the balance coming from voluntary agencies.

Pre-school

Pre-school provision is available for less than 10% of the population in need.

Parents

Parents are involved in the basic assessment of their child and in assessing on-going and future needs. At the end of each year they receive a pupil report and meet for a parents' day. Some schools hold a seminar for two to three days about the social and educational aspects of their children.

Teacher training

There are no inputs on special education in basic teacher training. Those who wish to specialise in special education must have received basic teacher training and had at least three years' teaching experience in a regular school; they then follow a course lasting for one-and-half to two years.

Finance

Expenditure on special education is likely to increase for a number of reasons: conducting a census of all those with disabilities of school-going age; establishment of assessment and resource centres; expansion of the early intervention programmes, through community based programmes; expansion and consolidation of community based programmes; and improvement of teacher training and staff development.

Research and development

The main issues concerning the future development of special education are: training of special teachers and other specialists; professional development of other staff; early identification and intervention; integration; vocational education; acquisition of special equipment; and the development of community based programmes.

There is particular interest in learning about other countries' experience with special education policy, integration and teaching science subjects to blind pupils.

VENEZUELA

Special education policy

The aim of education for all students is to achieve the full development of the personality that allows a person to be integrated into a democratic society. For those with special needs, more detailed objectives are set out:

- to enable them to reach their potential and enjoy life through participation in social activities
- to achieve the maximum psycho-educational development taking account of their possibilities
- to prepare them for personal independence, social living and work.

Legislation

The regulations covering general education are not deemed to apply to children and young people with special educational needs. Some children are excluded from the public education system; these are children with specific learning difficulties who do not meet schools' requirements in terms of reading and writing.

Pre-school, primary and secondary levels of education for special educational needs are covered by legislation. The main legislative provision is the 1981 Education Law which states that all children have the right to receive an education in accordance with their aptitudes. This law states that the goal of special education is to facilitate the individual in maximising his or her development, with stress placed on abilities rather than deficiencies, directed at the ultimate goal of achieving independence and integration into the community.

Six categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment; language disorders; and learning disabilities.

Special education is the primary responsibility of the Ministry of Education, but children with emotional or behavioural disturbance are the responsibility of the Ministry of Health.

A new law has been passed on the social integration of people with disabilities. This has important provisions relating to education.

Administration and organisation

Special education is administered through the Directorate of Special Education within the Ministry of Education. This is the co-ordinating body for special education at the national level. Administrative decisions are taken at national level.

Where voluntary bodies provide special education services, these are governed by legislation and are supervised by the Ministry of Education.

Special educational provision

School

Children and young people with special educational needs are neither registered nor classified. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×	×	×
Day special schools							×
Special classes in regular schools							×
Resource room							×
Support teaching in regular classes				×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. The Ministry of Education has teams to support services in basic education, establish pilot projects on integration, develop activities on training teachers in regular schools, and inform parents, teachers and the community.

A wide range of support is available to regular schools. Classroom assistance is provided by volunteers, and peripatetic staff from the universities provide training in human resources and psychology. Additional pedagogical support is provided by means of classrooms integrated into regular schools with a specialist teacher and psycho-educational units comprising a team of specialists in special education, psychology, social work and speech therapy. There are also integration teams assigned to the basic schools which support integration.

There are some links between special schools and regular schools.

There are 35,000 pupils (0.7% of the total number of pupils of compulsory school age enrolled in regular schools) attending special schools and a further 136,000 (2.9%) pupils with special educational needs attending regular schools (1992).

Special education facilities are provided mostly by the state education system:

State education system	80%
Other government agencies	14%
Voluntary agencies	6%

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Parents participate in the education of their children from initial diagnosis right through to classroom practice. There is a 'parents' school' which is a systematic education process for parents where they participate actively in elaborating educational programmes. These parents' schools are recognised in the legislation. Each year parents meet in each state to evaluate the participation of parents in the education of their children.

Teacher training

Teachers in regular schools have some opportunities for in-service training.

Teachers specialising in special education can follow specific training at a number of different institutions, including the Open University.

Finance

Special education is financed from a number of sources:

Public authorities	80%
Voluntary bodies	12%
Parents	5%
Private companies	3%

Expenditure on special education represents 0.7% of total expenditure on education (1992).

Research and development

The main issues concerning the future development of special education are: developing support in the community; integration; and vocational education.

The most important current research projects relate to diagnosis and vocational education for people with disabilities, professional rehabilitation support services and the characteristics of people with motor disabilities and emotional difficulties.

It is believed that the experience gained with vocational education for those with disabilities, prevention of school failure and responding to learning difficulties in reading may be of interest to other countries.

There is interest in learning of other countries' experience with training of professionals, the care of people with special needs, early intervention and professional training.

ZAMBIA

Special education policy

The aim of policy is to include all children with special educational needs within the framework of general education.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. There is no legislation specific to them. No children are excluded from the public education system because of the severity of their disabilities but the lack of resources is a constraint.

Five categories of special educational needs are defined: mental retardation/severe learning difficulties; physical/motor disabilities; visual impairment; hearing impairment and learning disabilities. These are under review.

Special education is the responsibility of the Ministry of Education.

The entire system is under review at the moment, and it is hoped to improve provision for those with special educational needs within the overall reform.

Administration and organisation

Special education is administered within the ordinary structure of educational administration. Decisions are taken at national level.

There is a co-ordinating committee on special education which considers policy issues and advises on teacher training and programmes.

Special educational provision

School

Children and young people with special educational needs are registered but not categorised. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools		×	×	×	×		×
Day special schools			×				
Special classes in regular schools							
Resource room		×	×	×	×		×
Support teaching in regular classes							

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration wherever possible. The main form of support available to regular schools is additional pedagogical in-class support.

Most special educational facilities are provided by the state education system but about 5% by voluntary agencies.

Pre-school

There is little or no pre-school provision for children with special educational needs.

Teacher training

Teachers specialising in special education must have had initial teacher training, three years' teaching experience and a one-year training course.

Finance

Special education is funded entirely by Government. It is not expected that expenditure on special education will grow in the future.

Research and development

The main issues concerning the future development of special education are integration, early intervention and the provision of services.

There is particular interest in learning of other countries' experience with provision of services, support services, itinerant teacher programmes, community based rehabilitation, teaching of maths to the blind and curriculum development for special educational needs.

ZIMBABWE

Special education policy

The Government's policy guidelines in special education cover:

- Early detection, intervention and prevention of handicap
- Integration of children with special educational needs into regular schools wherever possible
- Development of local training facilities
- Procurement of equipment
- Development of resource centres in favour of integration
- Establishment of Government personnel to service, monitor and co-ordinate programmes
- Assisting non-governmental organisations.

Legislation

The regulations covering general education are deemed to apply to children and young people with special educational needs. No children are formally excluded from the public education system since every child has the right to education but some children are placed in institutions run by the Ministry of Health or the Ministry of Social Welfare.

Legislation covers pre-primary, primary and secondary levels. The 1987 Education Act provides the basic framework for education and states that every child has the right to a school education. The 1993 Disabled Persons Act emphasises equal opportunities for all and states that no disabled person shall be denied on the ground of disability any service or amenity ordinarily provided.

Six categories of special educational needs are defined: emotional and behavioural disturbance; mental retardation/severe learning difficulties; visual impairment; hearing impairment; language disorders; and learning disabilities.

Special education is the primary responsibility of the Ministry of Education but it shares some responsibility for certain groups with the Ministry of Health and the Ministry of Social Welfare.

Administration and organisation

Special education is administered as a separate department within the Ministry of Education. There is a chief education officer responsible for special education and the schools psychological service. Administrative decisions are taken at national level but implemented through offices located in the nine regions.

The Special Education Department of the Ministry of Education is responsible for co-ordination at national level.

Provision made by voluntary agencies and non-governmental organisations is supported and monitored by ministry staff. All teachers are paid and trained by the Government, and there is monitoring by the regional offices.

Special educational provision

School

Children and young people with special educational needs are registered in disability groups for official purposes. The forms of provision available to them are shown in the table.

	*i	ii	iii	iv	v	vi	vii
Boarding special schools	×	×	×	×	×		
Day special schools	×	×	×	×	×	×	×
Special classes in regular schools		×	×	×	×		
Resource room		×	×	×	×		
Support teaching in regular classes				×	×		

* (i) Emotional and behavioural disturbance, (ii) mental retardation/severe learning difficulties, (iii) physical/motor disabilities, (iv) visual impairment, (v) hearing impairment, (vi) language disorder, (vii) learning disabilities.

There is a policy of encouraging integration. It is policy 'to integrate children with handicaps into ordinary school, wherever possible'. The main forms of support available to regular schools are classroom assistance and access to visiting specialists.

There are some links between special schools and regular schools, particularly in urban areas. These take the form of visits, sports competitions and choir exchange.

There are 2,893 pupils (0.1% of the school age population) attending special schools and a further 5,540 (0.2%) pupils with special educational needs attending regular schools (1993).

Special educational facilities are provided from various sources:

State education system	50%
Other government departments	10%
Voluntary agencies	40%

Pre-school

Pre-school provision is available for most of the population in need.

Parents

Assessments are only conducted if parents agree. The results of assessments are discussed with parents and they are involved in drawing up individual education programmes.

Special education teachers are required to pay home visits once a term for each child.

Teacher training

A special education component has been introduced in all teacher training courses. Special education staff give awareness lectures to first year students at teacher training colleges.

Teachers specialising in special education must have conventional training and three years' teaching experience. They can attend courses at the United College of Education in mental/physical handicap, hearing impairment or visual handicap.

Finance

Special education is financed from a number of sources:

Public authorities	50%
Voluntary organisations	10%
Parents	30%
Donors	10%

It is likely that expenditure on special education will grow in the future as more children will be attending school.

Research and development

The main issues concerning the future development of special education are: early intervention – there is a vigorous outreach programme covering even the remotest areas; and integration, which will entail more resource units being opened in the future.

The most important current research projects are on gender distribution of handicap and the number of children with communication problems.

There is general interest in finding out about research from other countries and in particular the Danish approach to special education.

ANNEXES

ANNEX I

SPECIAL EDUCATIONAL PROVISION[1]

Questionnaire

(Please read the accompanying notes before completing the questionnaire)

Country: .....

Person completing the questionnaire:

a) Name .....

b) Position .....

c) Address: .....

.....

.....

d) Fax number: .....

Kindly return completed questionnaire before 15 January 1994, to

Special Education
UNESCO
7, place de Fontenoy
75352 Paris 07-SP
France

Kindly complete all questions to the fullest extent possible. If more space is needed for your answer, kindly attach paper with reference to the question.

If a question can only be completed in part, please note in the appropriate section that the information is not available and if possible give explanation.

---

[1]. **The target group includes those who have physical or sensory impairments, those who in comparison with age peers have difficulties with learning and communication, as well as those with behaviour and/or emotional difficulties.**

SECTION I: SPECIAL EDUCATIONAL POLICY AND LEGISLATION

1. **Please describe briefly the current policy objectives of provision for children and young people with special educational needs made by the Education service; indicate if policy objectives are included in an appropriate legislation.**

2. **Which Ministries are made responsible of special educational provision?**
(Please tick all the Ministries with responsibilities)

Ministry of Education	☐
Ministry of Health	☐
Ministry of Social Welfare	☐
Other Ministries (please specify)	☐
.....	☐
.....	☐

3. **What are the main legislative provisions (current laws and regulations) which apply to the education of children and young people who have special educational needs?**
(In reply to this question please list and describe briefly all laws and regulations which govern special educational provision and say whether they are part of educational legislation for all children and young people or are separate from it.)

4. **What levels of education for special educational needs are covered by legislation?**
(Please tick appropriate boxes)

i.	Pre-primary education	☐
ii.	Primary education	☐
iii.	Secondary education	☐
iv.	Vocational education	☐

5. **Does legislation define categories of special educational needs?**

Yes ☐ No ☐

6. **If YES, which of the following categories are defined ?** *(Please tick all the categories defined in legislation)*

i.	Emotional and Behavioural Disturbance	☐
ii.	Mental Retardation/Severe Learning Difficulties	☐
iii.	Physical/Motor Disabilities (including Cerebral Palsy)	☐
iv.	Visual Impairment	☐
v.	Hearing Impairment	☐
vi.	Language Disorders	☐
vii.	Learning Disabilities	☐
viii.	Other categories *(please specify)*	
	a)	☐
	b)	☐

7. **Whether or not legislation defines categories of disability, which Ministries are responsible for the education of children and young people with each kind of disability?** *(Please tick all the Ministries with responsibilities, see above question 6 for categories used.)*

	i	ii	iii	iv	v	vi	vii	viii
Ministry of Education.....								
Ministry of Health.....								
Ministry of Social Welfare.....								
Other Ministries.....								
.....								

8. **Are regulations and provisions concerning compulsory education applicable to children and young people with special educational needs?**

Yes ☐ No ☐

9. **Are any children excluded from the public education system because of the severity of their disability? If so please give details.**

10. **What new legislation is being developed or is contemplated in the area of educational provison for children and young people with special educational needs?**

SECTION II: ADMINISTRATION AND ORGANIZATION

11. **Please describe briefly and illustrate with charts, if available, the administrative structure of the special education system.**

12. **At what level are administrative decisions made about:**

a) the education of all children and young people *(Please tick one box)*

i) national administration ☐

ii) regional / provincial / state administration ☐

iii) local administration ☐

b) special education provision *(Please tick one box)*

i) national administration ☐

ii) regional / provincial / state administration ☐

iii) local administration ☐

13. **Is there a special education co-ordinating body at the national level ? If so, please give name and function.**

14. **Where special education for children and young people is being provided by Voluntary Organizations, what administrative arrangements are made by national, regional or local government agencies responsible for special education to oversee their work?**

SECTION III: SPECIAL EDUCATIONAL PROVISION

15. **What forms of provision are *currently* available for children and young people with special educational needs ?** *(Please tick appropriate boxes - Numbers i) to viii) refer to categories used in Section I Question 6, p. 4)*

	i	ii	iii	iv	v	vi	vii	viii
Boarding Special Schools								
Day Special Schools								
Special Classes in Regular Schools								
Resource Room*								
Support Teaching in Regular Classes								
Others (Please specify).....								
.....								
.....								

Resource room: a service provided outside the regular classroom for extra support to the pupil in specific areas.

16. **How does your country keep record of number of children and young people with special educational needs?**

Registered - Categorized in disability groups ☐

Registered - Not categorized ☐

Non-registered - Non-categorized ☐
(totally integrated in the regular school population)

Other (specify) .....

.....

17. **Is there any stated policy which encourages the integration of children with special educational needs into ordinary schools ?**

Yes ☐ No ☐

If YES, please give details.

18. Please indicate data on school population and enrolment
(if possible specify date of data)

	(in thousands)	year
Compulsory school age population		
Total number of pupils of compulsory school age enrolled in regular schools		
Of which. Number of pupils of compulsory school age enrolled in separate special chools		
Number of pupils of compulsory school age with special education needs enrolled in regular schools		

19. What percentage of special education facilities/services are provided by:

a) The state education system	
b) Other government departments	
c) Voluntary agencies	

20. What pre-school services are available for children with special educational needs?
(Please tick appropriate box)

Little or no provision	☐
Provision for less than 10 % of population in need	☐
Provision for at least 50 % of population in need	☐
Provision for most of the population in need	☐

21. **How are parents involved in assessment procedures and decision making with respect to special educational needs? Please describe briefly both policies and practices. What formal rights do parents have in terms of being consulted, participating in decision making and appealing against outcomes?**

22. **What forms of support are available to pupils with special educational needs in regular schools?**

- Classroom assistance, teachers' aids, volunteers ☐
- Additional pedagogical in-class support ☐
- Additional pedagogical out-of-class support ☐
- Access to visiting specialists ☐
  (psychologist, advisory teacher, speech therapist, etc.)
- Other..... ☐

Please describe briefly the nature and extent of the different forms of support.

23. **What links exist between special schools and regular schools?**

- Special school staff visiting regular schools? ☐
- Regular school staff visiting special schools? ☐
- Special school pupils visiting regular schools? ☐
- Regular school pupils visiting special schools? ☐
- Other *(please specify)*..... ☐

Please describe briefly the nature and extent of any links.

24. **What pre-qualification and in-service training is available to all teachers working in regular elementary and secondary schools about teaching children and young people with special educational needs? Please give a brief description.**

25. **What pre-qualification and in-service training is available for teachers specialising in special education? Please give a description of the recruitment, training and qualification procedures for special education teachers.**

SECTION IV: FINANCE

26. **Please give estimates of the share of the different sources of financing of special education.**

Source of Funds	%
a) **Public authorities** *(Ministries, provincial / state/ regional governments, local authorities...)*	
b) **Voluntary organizations and other associations**	
c) **Parents**	
d) **Other** *(please specify)*.....	
TOTAL	100

When there are details on a funding formula applicable to special education, please provide information.

27. **Give an estimate of the share of special education in total expenditure on education?**

1982	
1992	

Do you think that this share will grow further in the future ?

Yes ☐ **No** ☐

If Yes, please give details.

SECTION V: RESEARCH AND DEVELOPMENT

28. **What are the main issues in your country concerned with the future development of special education, e.g. early intervention programmes, integration, vocational education, etc.? Please describe them briefly.**

29. What are the most important current research projects in the field of special education? Please describe them briefly.

SECTION VI: COMMUNICATION AND EXCHANGE

30. Are there any aspects of special education provision where the research carried out and the experience gained in your country would be particularly helpful to others? If yes, please give details and contact name.

31. Are there areas where your country would benefit particularly from research or experience from other countries?
If yes, please give details.

ANNEX II

FURTHER READING

AINSCOW, M. *Special Needs in the Classroom: A Teacher Education Guide*, Paris. UNESCO. 1994 Jessica Kingsley Publishers.

BRIAN JOHN O'TOOLE. *Guide to Community-Based Rehabilitation Services.* UNESCO 1991. Guides for Special Education Nº 8.

Community-Based Rehabilitation for and with People with Disabilities. Joint Position Paper by ILO, UNESCO & WHO, 1994.

HEGARTY, S. *Educating children and young people with disabilities:* Principles and the review of practice. UNESCO, 1993.

MCCONKEY, R. *Training for all. Developing Video-based Training Packages for Parent and Community Education.* UNESCO 1993.

OECD. *The Integration of Disabled Children into mainstream Education: Ambitions, Theories and Practices,* OECD, Paris 1994.

UNESCO. Final Report. World Conference on Special Needs Education: Access and Quality. UNESCO, 1995.

UNESCO. *Making it Happen: Examples of Good Pactice in Special Needs Education & Community-Based Programmes.* UNESCO, 1994.

UNESCO. *Review of the Present Situation of Special Education.* UNESCO 1988.

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UNESCO. *Teacher Education Resource Pack: Special Needs in the Classroom* UNESCO, 1993. (Study materials.)

UNESCO. *The Salamanca Statement and Framework for Action on Special Needs Education.* World Conference on Special Needs Education: Access and Quality. ED-94/WS/18, UNESCO, 1994.

UNESCO. *World Education Report:* 1993. Paris, UNESCO.

UNITED NATIONS. *The Standard Rules on the Equalization of Oportunities for Persons with Disabilities.* United Nations, New York. 1994.

ANNEX III

POPULATION BY COUNTRY IN THE REVIEW

Africa

Estimated population in 1994 (thousands)*

1	Algeria	27 325
2	Botswana	1 443
3	Cameroon	12 871
4	Côte d'Ivoire	13 780
5	Egypt	61 636
6	Ethiopia	53 435
7	Ghana	16 944
8	Kenya	27 343
9	Lesotho	1 996
10	Malawi	10 843
11	Mali	10 462
12	Uganda	20 621
13	United Rep. of Tanzania	28 846
14	Zambia	9 196
15	Zimbabwe	11 002

240

211

* *Source: United Nations Population Division (1994 revision)*

Asia and Oceania

Estimated population in 1994 (thousands)*

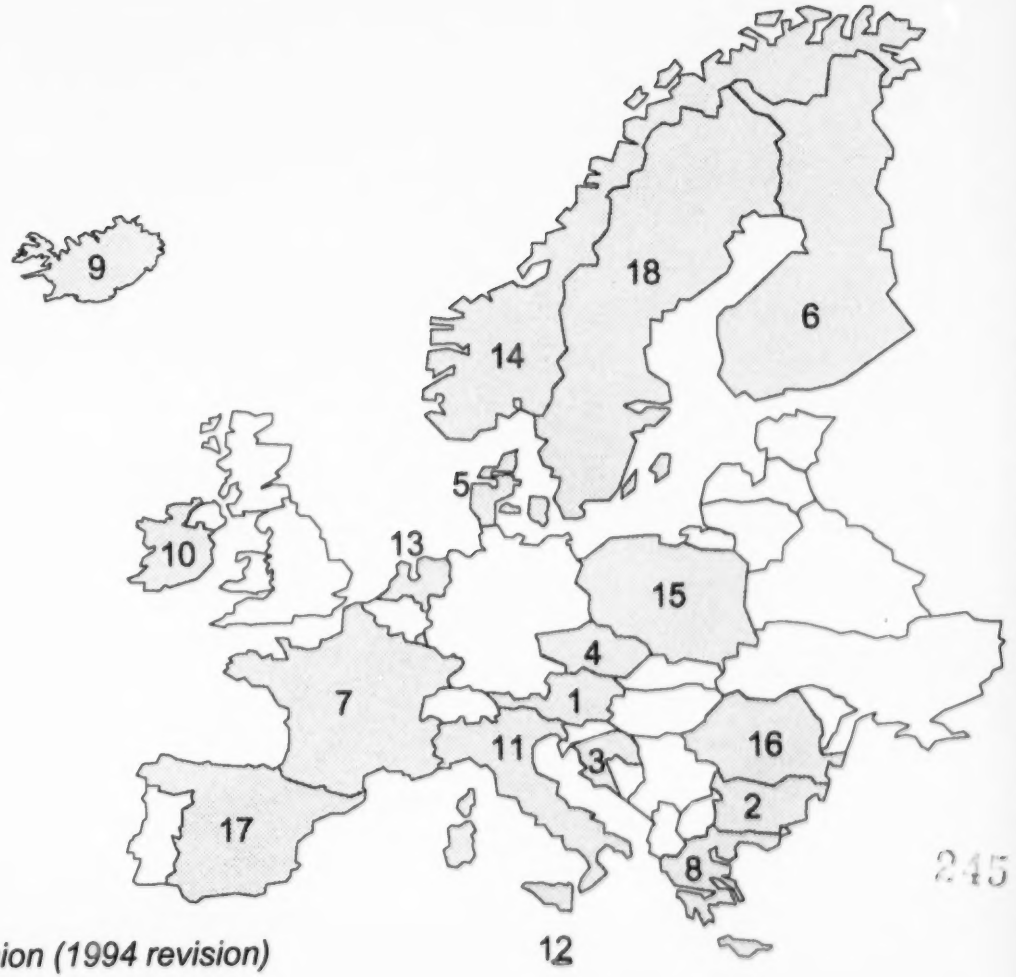
1	Australia	17 853
2	China	1208 841
3	Indonesia	194 615
4	Korea, Republic of	44 563
5	New Zealand	3 531
6	Papua New Guinea	4 205
7	Philippines	66 188
8	Sri Lanka	18 125
9	Thailand	58 183

* *Source: United Nations Population Division (1994 revision)*

Europe

Estimated population in 1994 (thousands)*

1	Austria	7 918
2	Bulgaria	8 818
3	Croatia	4 504
4	Czech Republic	10 295
5	Denmark	5 173
6	Finland	5 084
7	France	57 747
8	Greece	10 416
9	Iceland	266
10	Ireland	3 539
11	Italy	57 157
12	Malta	364
13	Netherlands	15 397
14	Norway	4 318
15	Poland	38 341
16	Romania	22 922
17	Spain	39 568
18	Sweden	8 738

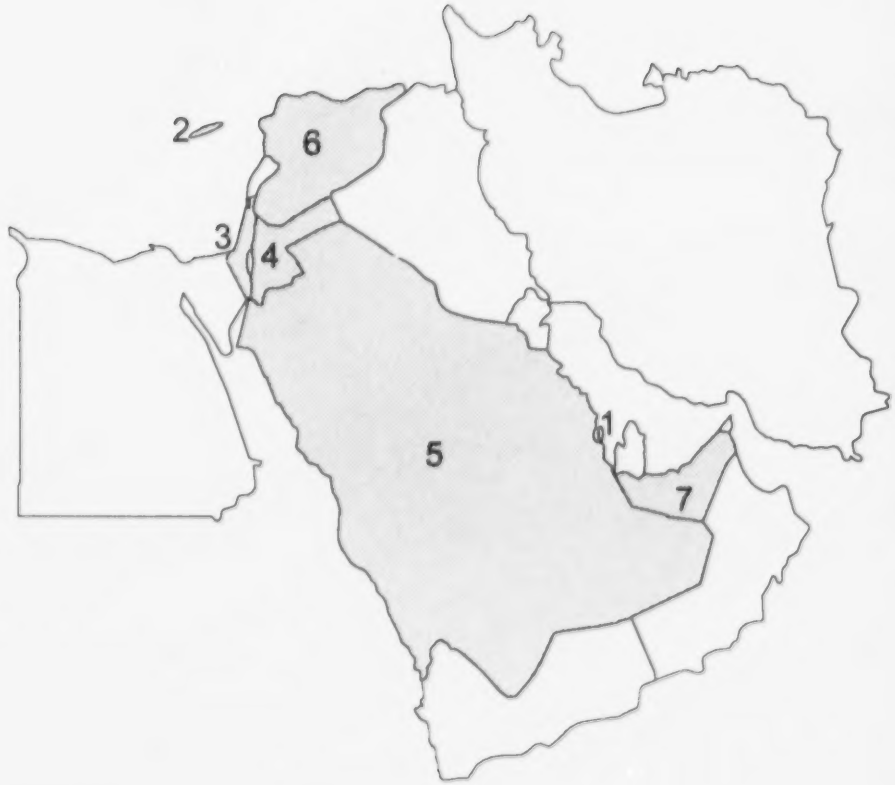


* *Source: United Nations Population Division (1994 revision)*

Middle East

Estimated population in 1994 (thousands)*

1	Bahrain	549
2	Cyprus	734
3	Israel	5 458
4	Jordan	5 198
5	Saudi Arabia	17 451
6	Syrian Arab Republic	14 171
7	United Arab Emirates	1 861



* *Source: United Nations Population Division (1994 revision)*

North and Central America

Estimated population in 1994
(thousands)*

1	Barbados	261
2	Canada	29 141
3	Costa Rica	3 347
4	El Salvador	5 641
5	Honduras	5 493
6	Jamaica	2 429
7	Mexico	91 858
8	Nicaragua	4 275

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* *Source: United Nations Population Division (1994 revision)*

South America

Estimated population in 1994 (thousands)*

1	Bolivia	7 237
2	Brazil	159 143
3	Chile	14 044
4	Ecuador	11 221
5	Peru	23 331
6	Venezuela	21 378

* *Source: United Nations Population Division (1994 revision)*

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